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## ABSTRACT

The related theory/curriculum resource guide for cooperative education was developed at a workshop conducted by the vocational education information network at Millersville State College during June 1975. It is a guide to provide cooperative education instructors with a framework of related theory/instruction. The guide identifies competencies in nine areas of interest and is structured according to topics, each with a stated objective and identified competencies needed to achieve the objective. The topics are: orientation, career development, acquiring a job, elements of job success, government and you, you as a consumer, free enterprise system, individual development, and use of leisure time. Each competency contains specific learning activities, resources, and methods of evaluation. The flexibility of the guide permits diverse application of the related theory in various cooperative education and other field experience instructional programs. Appendixes include lists of additional instructional resources--books, cassettes, films, slides, and transparencies. (Author/NJ)

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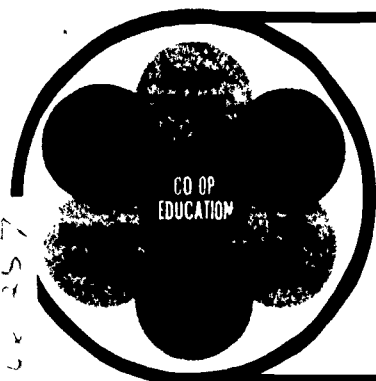
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# COOPERATIVE DIVERSIFIED OCCUPATIONS

A RELATED  
THEORY CURRICULUM RESOURCE GUIDE  
FOR VOCATIONAL EDUCATION

1975



BUREAU OF VOCATIONAL EDUCATION  
PENNSYLVANIA DEPARTMENT OF EDUCATION  
HARRISBURG, PENNSYLVANIA

## ABSTRACT

AUTHOR PENNSYLVANIA DEPARTMENT OF EDUCATION, HARRISBURG  
BUREAU OF VOCATIONAL EDUCATION, 1975

ABSTRACT - THIS RELATED THEORY CURRICULUM RESOURCE GUIDE FOR CO-OPERATIVE DIVERSIFIED OCCUPATIONS WAS DEVELOPED AT A WORKSHOP CONDUCTED BY THE VOCATIONAL EDUCATION INFORMATION NETWORK (VEIN) AT MILLERSVILLE STATE COLLEGE DURING JUNE, 1975. THE DOCUMENT IS A SUGGESTED GUIDE TO PROVIDE COOPERATIVE DIVERSIFIED OCCUPATION INSTRUCTORS WITH A FRAMEWORK OF RELATED THEORY INSTRUCTION. THE GUIDE IDENTIFIES COMPETENCIES IN NINE AREAS OF INTEREST. IT IS STRUCTURED ACCORDING TO TOPICS, EACH WITH A STATED OBJECTIVE AND IDENTIFIED COMPETENCIES NEEDED TO ACHIEVE THE OBJECTIVE. EACH COMPETENCY CONTAINS SPECIFIC LEARNING ACTIVITIES, RESOURCES AND METHODS OF EVALUATION. THE FLEXIBILITY OF THIS GUIDE PERMITS DIVERSE APPLICATION OF THE RELATED THEORY IN VARIOUS COOPERATIVE EDUCATION AND OTHER FIELD EXPERIENCE INSTRUCTIONAL PROGRAMS.

COOPERATIVE DIVERSIFIED OCCUPATIONS

RELATED THEORY

CURRICULUM RESOURCE GUIDE

for

VOCATIONAL EDUCATION

Prepared for

Bureau of Vocational Education  
Harrisburg, PA

by

Vocational Education Information Network  
Millersville State College  
Millersville, PA

1975

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Commonwealth of Pennsylvania  
Milton J. Shapp, Governor

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John C. Pittenger, Secretary

Commissioner For Basic Education  
Donald M. Carroll, Jr.

Assistant Commissioner for Program and Services  
Henry K. Gerlach

Bureau of Vocational Education  
John W. Struck, Director

Cooperative Education  
Robert M. Burchfield, Consultant

Pennsylvania Department of Education  
Box 911  
Harrisburg, PA 17126

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## PREFACE

This suggested Cooperative Diversified Occupations Related Theory Curriculum Resource Guide is the result of a workshop conducted by the Vocational Education Information Network (VEIN) at the Millersville State College. Participants were selected by the Bureau of Vocational Education and the Department of Vocational Education at the Pennsylvania State University.

The unique feature of cooperative education that separates it from other field experience programs is the related theory that is closely coordinated with the training station experience of the student trainee. This related theory activity provides basic occupational knowledge to enhance the employability skills of the student learner.

Cooperative Diversified Occupations enables student trainees to prepare for a selected career while in a class that represents diverse interests; however, the related employability skills taught are basic in nature. Although basic in nature, they are not static. This related theory component of the diversified occupation curriculum is changing as conditions for successful employment change.

If the Cooperative Diversified Occupation teacher-instructors are to maintain excellence in providing this unique educational experience, we must provide them with resources that will promote and supplement effective teaching. Cooperative instructors who are responsible for providing this instruction must have ready access to current and reliable sources of information. This implies that information should be compiled, indexed, and checked for availability.

The task force that met during this workshop was charged with the responsibility to develop a comprehensive cooperative diversified occupations related theory curriculum resource guide. The suggested educational material herein is the output from this productive workshop. The guide offers opportunity for versatility in teaching occupational skills fundamental to real life situations in our world of work.

Donald E. Evans  
Instructor  
Department of Vocational Education  
The Pennsylvania State University  
University Park, PA 16802

Dr. Frank E. Rozman  
Curriculum Services Coordinator  
VEIN  
Millersville State College  
Millersville, PA 17551

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## INTRODUCTION

This Cooperative Diversified Occupations Curriculum Resource Guide has been developed through the efforts of many experienced persons in cooperative education. They were interested in developing a "tool" with structural framework that would be of the greatest value to cooperative instructors. The information contained within each of the units was designed to encourage cooperative instructors to effectively use the printed materials and lead them to the threshold of their own minds in seeking out and developing information necessary for providing a meaningful diversified occupations related theory.

The guide introduces to educators a framework that contains flexibility. The student trainees' needs and their involvement in the world of work determines what learning will take place. This is competency based education in its "finest hour." If the student trainee needs to learn a competency, or enhance it, the cooperative instructor can easily find it in the Table of Contents, make reference to the page containing that competency, and use the recommended learning activities, resources, and evaluation methods.

The flexibility of this guide permits diverse application of the related theory in various cooperative education and other field experience instruction. Educators from a different vantage point can provide relevant educational experiences at the time the student shows a need.

The guide is organized into nine areas of interest. It is structured according to topics, each with a stated objective and identified compe-

tencies that are needed to achieve the objective. Each competency has unique learning activities, resources and methods of evaluation which allows the cooperative instructor to provide the best possible learning experience where there is a student need. The learning activities that initiate a learning experience are coded by the letters (S), (T), and (ST). This means that the learning activities are to be conducted by the student (S), the teacher (T), or both the student and teacher (ST).

The resource index column is further coded to indicate the specific resource materials to be used by the cooperative instructor as a further source of information for instructional purposes. The resources are coded as follows: (BP) books and other publications, (C) cassettes, (F) films, (FL) film loop, (FS) film strip, (HR) human resources, (OR) other resources, (S) slides, (T) transparencies, and (VT) video tape. All resource materials coded in each unit are listed in numerical order in the appendix.

It is recommended that cooperative instructors adopt this guide to their individual needs. As additional educational materials are located, they can be easily integrated with the competency. The guide has been three-hole punched for the purpose of this flexibility. This is necessary because there is continued development of new and innovative materials.

The cooperative instructor will also find additional space allotted with each competency to record information concerning learning activities, resources, and methods of evaluation. This is encouraged to keep the guide current. Names of educational material producers and suppliers are listed in the appendix. It is suggested that the user seek additional materials to enhance the guide for local use.

UNIT: I. Orientation.TOPIC: A. Purpose of Cooperative Vocational Education

OBJECTIVE: To assist the students in understanding the purposes for Cooperative Vocational Education

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. DEFINE THE MEANING OF COOPERATIVE VOCATIONAL EDUCATION:</p> <p>---"Program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his/her employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative vocational education program."</p>	<p>(T/S) Present slide series--<u>Successful Cooperative Education</u></p> <p>(T/S) View film--<u>Partners in Progress</u></p> <p>(T) Lead classroom discussion on Cooperative Vocational Education</p> <p>(S) Discuss vocational education with family and friends</p> <p>(T) Invite resource person (guest speaker)</p>	<p>BP-16</p> <p>F-52</p> <p>HR-30</p> <p>S-1</p>	<p>Essay quiz</p> <p>Classroom discussion</p>

UNIT: I. Orientation

TOPIC: A. Purpose of Cooperative Vocational Education

OBJECTIVE: To assist the students in understanding the purposes for Cooperative Vocational Education

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. IDENTIFY THE PURPOSES FOR COOPERATIVE VOCATIONAL EDUCATION:</p> <p>--To provide job training at entry level</p> <p>--To develop enthusiasm for world of work</p> <p>--To provide an alternative to established educational programs</p> <p>--To integrate education and employment</p> <p>--To supplement academic learning</p> <p>--To utilize expertise in business and industry</p> <p>--To help with the needs of business and industry</p>	<p>(T) Lead the class in an inductive thinking process</p> <p>(T/S) Arrange a field trip</p> <p>(S) Give a report on a selected community business</p>	BP-54	<p>Verbal answers</p> <p>List</p> <p>Group discussion</p>

UNIT. I. OrientationTOPIC: B. Cooperative Vocational Education--Organization and Operation

OBJECTIVE: To gain an understanding of the procedures for Cooperative Vocational Education

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will:  1. APPLY STATE GUIDELINES AFFECTING THEM  --Age  --Wages  --Hours  --Hazardous Occupations	(T) Distribute guidelines  (T) Lead classroom discussion	BP-14, 17	Continuous observation  Group discussion



UNIT: I. Orientation

TOPIC: B. Cooperative Vocational Education--Organization and Operation

OBJECTIVE: To gain an understanding of the procedures for Cooperative Vocational Education

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will:  2. APPLY LOCAL SCHOOL POLICY  --Credits  --Sign-out procedures  --Evaluation criteria  --Conduct  --Course requirements  --Attendance	(T) Ask the guidance counselor to explain school policy  (T) Invite the school principal for student orientation  (T/S) Lead classroom discussion	HR-32	Supervision  Records  Group discussion

UNIT: I. OrientationTOPIC: B. Cooperative Vocational Education--Organization and Operation

OBJECTIVE: To gain an understanding of the procedures for Cooperative Vocational Education

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will:  3. COMPLY WITH SPECIFIC CLASSROOM PROCEDURES AS RELATED TO THE INDIVIDUAL  --Class size  --Attendance  --Attitudes  --Deadlines  --Projects	(T) Present course outline  (T/S) Discuss teaching methods  (T/S) Develop grading system  (T/S) Present and discuss requirements  (T) Introduce students to the school resources  (T) Lead classroom discussion		Continuous observation  Group discussion

TOPIC: B. Cooperative Vocational Education--Organization and Operation

OBJECTIVE: To gain an understanding of the procedures for Cooperative Vocational Education

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. RECOGNIZE AND USE RELATED FORMS</p> <p>--Training agreement</p> <p>---Training plan</p> <p>---Working permits</p> <p>---Personal data sheet</p> <p>---Student training station reports</p> <p>---Employers' rating sheet</p> <p>---Student identification card</p>	<p>(T) Distribute sample forms, review, and complete</p> <p>(T/S) Discuss each form as related to the student's use</p>	BP-16	<p>Correct compilation of forms</p> <p>Observation</p>

UNIT: I. Orientation

TOPIC: C. Exploration of Cooperative Vocational Education

OBJECTIVE: To gain an insight to Cooperative Vocational Education in Pennsylvania

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. COMPREHEND THE DEVELOPMENT OF VOCATIONAL EDUCATION</p> <p>---History</p> <p>---Growth</p> <p>---Legislation</p> <p>---Success</p> <p>---Future</p>	<p>(T) Distribute outline form</p> <p>(T) Explain topic</p> <p>(T/S) Present chart and discuss</p>	BP-31	<p>Quiz</p> <p>Group discussion</p>

UNIT: I. Orientation.

TOPIC: C. Exploration of Cooperative Vocational Education

OBJECTIVE: To gain an insight to Cooperative Vocational Education in Pennsylvania

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. DISTINGUISH BETWEEN THE VARIOUS YOUTH GROUPS AVAILABLE</p> <p>--Agriculture - FFA</p> <p>--Business Ed. - FBIA</p> <p>--Distributive Ed. - DECA</p> <p>--Home Economics - FHA, HERO</p> <p>--Health, Trades and Industry - VICA</p>	<p>(T) Discover existing clubs within the school and talk with the advisors</p> <p>(S) Invite a student speaker from each club</p> <p>(T) Distribute club briefs to students</p> <p>(T) Discuss clubs as related to the course offerings</p> <p>(S) Interview club sponsors</p> <p>(T/S) Discuss benefits of youth groups to students</p>	<p>BP-30</p> <p>HR-30</p>	<p>Compare club activities</p> <p>Report</p>

UNIT: I. Orientation

TOPIC: C. Exploration of Cooperative Vocational Education

OBJECTIVE: To gain an insight to Cooperative Vocational Education in Pennsylvania

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will: 3. ANALYZE THE OCCUPATIONAL NEEDS OF THE COMMUNITY --Job availability --Rate of unemployment --Teenage employment --Skilled --Unskilled	(T/S) Survey community resources (T/S) Visit Bureau of Employment Security (S) Interview local civic club leaders (T) Invite guest speakers from community organizations	BP-16, 29 HR-30	Compiling of survey Reports on visit Group discussion

UNIT: I. Orientation.

TOPIC: C. Exploration of Cooperative Vocational Education

OBJECTIVE: To gain an insight to Cooperative Vocational Education in Pennsylvania

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. EVALUATE THE BENEFITS OF COOPERATIVE VOCATIONAL EDUCATION TO THE FOLLOWING GROUPS:</p> <p>--Business</p> <p>--Community</p> <p>--School</p> <p>--Student</p> <p>--Labor</p>	<p>(T/S) List realistic benefits for themselves</p> <p>(T/S) Construct bulletin board showing benefits of Cooperative Vocational Education</p> <p>(S) Organize and develop a display case</p>	<p>BP-16, 29, 124</p>	<p>Bulletin board</p> <p>Unit test</p>

UNIT: I--Orientation

TOPIC: --C--Exploration of Cooperative Vocational Education

OBJECTIVE: To gain an insight into Cooperative Vocational Education in Pennsylvania

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>5. DIFFERENTIATE BETWEEN THE SEVEN AREAS OF COOPERATIVE VOCATIONAL EDUCATION</p> <p>---Agriculture</p> <p>---Business Education</p> <p>---Distributive Education</p> <p>---Health</p> <p>---Home Economics</p> <p>---Trade and Industry</p> <p>---Diversified occupations</p>	<p>(T/S) Develop list of occupations within each area</p> <p>(S) Present panel discussions with each student assuming a different role</p> <p>(T/S) Brainstorm occupations and group accordingly</p>	<p>BP-29</p>	<p>Matching of jobs to area</p> <p>Panel presentation</p> <p>Participation</p> <p>Group discussion</p>



UNIT: I. Orientation

TOPIC: C. Exploration of Cooperative Vocational Education

OBJECTIVE: To gain an insight to Cooperative Vocational Education

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>6. DEFINE THE COOPERATIVE VOCATIONAL EDUCATION TERMS:</p> <ul style="list-style-type: none"><li>--Advisory committee</li><li>--Career objective</li><li>--Child labor laws</li><li>--Cooperative education</li><li>--Coordinator</li><li>--Employer rating sheet</li><li>--Entry-level employment</li><li>--Hazardous occupations</li><li>--Job</li><li>--Occupation</li><li>--On-the-job training</li><li>--Pay check deductions</li><li>--Rate of pay</li><li>--Related training</li><li>--Social security card</li><li>--Student learner</li><li>--Training agreement</li><li>--Training plan</li><li>--Training station</li><li>--Working papers</li><li>--Workman's compensation</li><li>--W2 forms</li></ul>	<p>(T) Distribute handout of terminology</p> <p>(T/S) Construct crossword puzzle and/or word search</p> <p>(T/S) Devise and play game <u>Name That Term</u></p>	<p>BP-15, 16, 29</p>	<p>Objective test</p> <p>Group discussion</p>

UNIT: II. Career Development

TOPIC: A. What is Work?

OBJECTIVE: To gain insights into the meaning of work, its past, present, and future

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. CONSIDER THE NATURE AND MEANING OF WORK</p> <p>--Definitions of work</p> <p>--Individual outlooks and attitudes toward work</p> <p>--Definition of the term <u>occupation</u></p> <p>--Why people pursue various types of work activities</p>	<p>(S) Write what <u>work</u> means to the individual; compile definitions and discuss</p> <p>(T) Invite a representative from an employment agency to talk to the class</p> <p>(T/S) Lead discussion of occupations relevant to the student and the needs of the community</p> <p>(T/S) Lead values clarification exercises</p> <p>(S) Develop a list of needs satisfied by work</p> <p>(S) Survey students and adults as to the meaning of work</p>	<p>BP-12, 20, 110, 119</p> <p>HR-16</p>	<p>Essay on meaning of work</p> <p>Observation of students' perceptions</p> <p>Oral report</p>

## UNIT II. Career Development

TOPIC: A. What is Work?

OBJECTIVE: To gain insights into the meaning of work, its past, present, and future

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. RECOGNIZE AND DISCUSS THE HISTORICAL PERSPECTIVE OF WORK</p> <p>--In the beginning of civilization, people worked only for survival</p> <p>--Transition from agricultural to an industrial society</p> <p>--Scientific and technological advances</p> <p>--Availability of career choices</p> <p>--Changes in the family</p> <p>--The working woman</p> <p>--Transportation</p> <p>--Mass production</p> <p>--The changing society</p> <p>--Cycle of working years</p>	<p>(S) Develop a chart on historical perspective of work</p> <p>(T/S) Construct a bulletin board of work and the changing society</p> <p>(T) Show film - <u>Learning to Earn</u> (Bureau of Technology and Industrial Education, Harrisburg, Pa.)</p> <p>(T/S) Discuss the working years and the historical comparison of the working force</p> <p>(S) Give panel presentation on work in the changing society</p>	<p>BP-110</p> <p>F-42</p>	<p>Chart</p> <p>Essay or objective testing</p> <p>Panel presentation</p> <p>Bulletin board</p> <p>Observation</p>

UNIT: IL Career Development

TOPIC: A. What is Work?

OBJECTIVE: To gain insights into the meaning of work, its past, present and future

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. ANALYZE AND APPRAISE FUTURE DEVELOPMENTS IN JOB TRENDS</p> <p>--Shorter work week</p> <p>--Vacations, holidays</p> <p>--Earlier retirement</p> <p>--Job specialization</p> <p>--Higher salaries</p> <p>--Equal rights</p> <p>--Scientific and technological advances</p>	<p>(T) Organize a field trip to the local Bureau of Employment Security</p> <p>(S) Interview:</p> <p>retired person</p> <p>unemployed person</p> <p>successful person in business</p> <p>representative from National Organization of Women</p> <p>(S) List predicted changes in job trends</p> <p>(T/S) Lead discussion on what effect these trends may have on society</p>	<p>BP-20, 33</p>	<p>Summarize survey findings</p> <p>Discuss field trip</p> <p>Essay</p> <p>Group discussion</p>

# UNIT: II. Career Development

TOPIC: B. Why People Work

OBJECTIVE: To acquire a knowledge of why people work and personal satisfactions gained

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. ANALYZE THE REASONS WHY PEOPLE WORK:</p> <p>--Economical</p> <p>pay security</p> <p>--Sociological</p> <p>advancement personal and social relationships prestige</p> <p>--Psychological</p> <p>need to serve others mastery and achievement approval from others</p> <p>--Physiological</p> <p>working conditions leisure activities</p>	<p>(T/S) Discuss and list human needs and wants</p> <p>(S) List needs and wants corresponding to the four areas (economical, sociological, psychological, and physiological)</p> <p>(T/S) Prepare and distribute case studies of job occupations, and have students predict how the needs are met</p> <p>(T/S) Brainstorm the topic "Why People Work"</p> <p>(T) Invite the school psychologist to present a lesson on "Human Needs and Your Job"</p>	<p>BP-20, 110</p> <p>HR-33</p>	<p>Group discussion</p> <p>Completed case studies</p> <p>Brainstorming</p>

UNIT: II. Career Development

TOPIC: B. Why People Work

OBJECTIVE: To acquire a knowledge of why people work and personal satisfactions gained

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. IDENTIFY REASONS WHY PEOPLE FIND SATISFACTION IN THEIR WORK WHILE OTHERS DO NOT:</p> <p>---Human relations</p> <p>---Opportunity for advancement</p> <p>---Good working conditions</p> <p>---Job security</p> <p>---Pay</p> <p>---Job alienation (work does not fit self-concept)</p> <p>---Data-people-things, as related to the individual's job</p>	<p>(T/S) Lead discussion---"Success in the World of Work"</p> <p>(S) Interview local citizens to determine their views on job satisfaction</p> <p>(T/S) Discuss reasons why people do or do not find satisfaction in their work</p>	<p>BP-20, 110</p>	<p>Group discussion</p> <p>Summarize reasons for job satisfaction</p> <p>Oral report</p>

TOPIC: C. Understanding Yourself for Career Development

OBJECTIVE: To better understand yourself for career planning

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. SUMMARIZE INDIVIDUAL PERSONALITY TRAITS AFFECTING CAREER DEVELOPMENT:</p> <p>--Attitude  --Courtesy  --Dependability  --Desire to succeed  --Enthusiasm  --Foresight  --Friendliness  --Health  --Honesty  --Initiative  --Loyalty  --Morality  --Neatness  --Open-mindedness  --Personal appearance  --Punctuality  --Self-control  --Sense of humor  --Tact  --Use of voice</p>	<p>(S) Analyze best personality traits</p> <p>(S) Relate personality traits to job success</p> <p>(S) Role play and video tape for personality traits</p> <p>(S) Record and analyze voice</p> <p>(S) Complete self-analysis checklist</p> <p>(S) Distribute case studies</p>	<p>BP-20, 34 110</p>	<p>Role playing</p> <p>Checklist</p> <p>Case studies</p> <p>Recording</p> <p>Video tape</p>

## UNIT II. Career Development

TOPIC: C. Understanding Yourself for Career Development

OBJECTIVE: To better understand yourself for career planning

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. ANALYZE AND DETERMINE INDIVIDUAL INTERESTS</p> <p>--Define interests (likes and dislikes)</p> <p>--Types of interests</p> <p>--How interests develop (interests are learned)</p> <p>--Evaluating your interests through many types of tests:</p> <p>Kuder Preference Inventory Strong Vocational Interest Blank Ohio Vocational Interest Survey Minnesota Vocational Interest Inventory</p> <p>--Interests change and develop with life cycle</p>	<p>(S) Write an autobiography stressing interests</p> <p>(T) Administer interest test</p> <p>(S) Interview five retired citizens as to how their interests have changed over the years</p> <p>(S) Research personalities who have made their interests their occupations. Example: sportspersons, entertainers, collectors</p>	<p>BP-20, 79, 110</p>	<p>Discuss results of interest tests</p> <p>Oral reports</p> <p>Autobiography</p>



## UNIT II. Career Development

TOPIC: ---C. Understanding Yourself for Career Development

OBJECTIVE. To better understand yourself for career planning

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. RECOGNIZE AND EVALUATE THEIR APTITUDES AND ABILITIES</p> <p>--Vary in strength</p> <p>--Types of abilities</p> <p>--Measurement of ability</p> <p>--Use of ability</p>	<p>(T) Administer aptitude tests (see guidance dept.)</p> <p>(S) Analyze abilities within the peer group</p> <p>(T) Explain aptitudes and abilities and how they relate to job success</p>	<p>BP-20, 34</p>	<p>Group observation</p> <p>Test</p> <p>Group discussion</p>

## UNIT: II. Career Development

TOPIC: C. Understanding Yourself for Career Development

OBJECTIVE: To better understand yourself for career planning

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>f. FORMULATE INDIVIDUAL VALUES AND BELIEFS</p> <p>--Family</p> <p>--Conscience</p> <p>--Ethnic backgrounds</p> <p>--Religion</p>	<p>(T) Provide a panel of resource people from different ethnic backgrounds to discuss how their customs and beliefs have influenced their work choices</p> <p>(S) Discuss in small groups values and beliefs on specified topics: marriage, religion, old age, etc.</p> <p>(T/S) Discuss how a person's beliefs and values are learned from parents, teachers, friends, and others</p> <p>(S) Games (values and interests)</p>	<p>BP-20</p>	<p>Cooperation and group participation</p> <p>Group discussion</p> <p>Self-evaluation for value clarification</p>

UNIT: II. Career Development

TOPIC: D. Career Exploration

OBJECTIVE: To explore facets of career development

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. CLASSIFY OCCUPATIONS</p> <p>--Socioeconomic</p> <p>--Census</p> <p>--Prestige</p> <p>--Dictionary of Occupational Titles</p> <p>--Career clusters</p>	<p>(S) Develop a career cluster chart as a group</p> <p>(S) Examine and complete exercises in using the DOT</p> <p>(S) Conduct a school survey of careers which have the most prestige</p> <p>(S) Develop a class project by dividing up the immediate community and surveying for relationships of socioeconomic areas and jobs</p>	<p>BP-13, 20, 33, 110</p>	<p>Test</p> <p>Worksheets</p> <p>Project</p>

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UNIT: II. Career Development

TOPIC: D. Career Exploration

OBJECTIVE: To explore facets of career development

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. RECOGNIZE THE NEED FOR CAREER EXPLORATION</p> <p>--Changes in occupations</p> <p>--Related occupations</p> <p>---Improving occupational choice</p> <p>--Level of education needed</p> <p>--Outside resources</p> <p>--On line with values, needs, interests, aptitudes, and abilities</p>	<p>(T) Lead discussion on need for career exploration</p> <p>(T) Show filmstrips on "How to Make a Career Decision" and "Benefits of Looking Ahead"</p> <p>(T) Discuss how your career choice affects your personal life</p>	<p>BP-20</p> <p>FS-7</p>	<p>Group discussion</p> <p>Essay question</p>

UNIT: II. Career Development

TOPIC: D. Career Exploration

OBJECTIVE: To explore facets of career development

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. LIST METHODS OF CAREER EXPLORATION</p> <p>--Survey family and friends</p> <p>--Reading occupational literature</p> <p>--Interviewing employed citizens</p> <p>--Part-time or full-time employment</p> <p>--Career conferences</p> <p>--Field trips</p> <p>--Career speakers</p> <p>--Career consultants</p>	<p>(S) Conduct a survey of family and friends to determine types of work, training required, exploration of their careers, and satisfaction</p> <p>(T) Make available an occupational reading library and assign topics for career exploration</p> <p>(S) Listen to reports from students who are working a part-time or full-time job, and determine whether their jobs have influenced their career objectives</p> <p>(T/S) Participate or attend a career conference</p>	<p>BP-20</p>	<p>Topic reports</p> <p>Survey</p> <p>Group discussion</p> <p>Oral reports</p>

## Unit II. Career Development

Topic: D. Career Exploration

Objective: To explore facets of career development

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. LOCATE AND USE TYPES OF SOURCES RELATED TO OCCUPATIONS</p> <ul style="list-style-type: none"><li>--Dictionary of Occupational Titles</li><li>--Pennscript</li><li>--Standard Industrial Classification</li><li>--Local school resources</li><li>--Government agencies</li><li>--Armed forces</li><li>--Private companies</li><li>--Professional organizations</li><li>--Library resources</li></ul>	<p>(T) Provide a guided tour of school resources</p> <p>(S) Maintain a record of the sources used throughout the course</p> <p>(T/S) Arrange a field trip to local agencies</p> <p>(S) Brainstorm list of available occupational sources</p>	BP-13, 31, 33	List 8 sources  Test on types of sources  Report on field trip

OBJECTIVE: To learn the process and importance of good career planning .

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. LIST REASONS FOR PLANNING AHEAD:</p> <p>--Security</p> <p>--Success</p> <p>--Self-gratification</p> <p>--Family responsibilities</p> <p>--Economic factors</p> <p>--Health</p> <p>--Locale</p> <p>--Mobility</p>	<p>(S) List and discuss reasons for planning ahead</p> <p>(S) Examine career choices from the list developed</p>	<p>BP-20</p>	<p>Group discussion</p> <p>Checklist</p>

UNIT: II. Career Development

TOPIC: E. Planning a Career

OBJECTIVE: To learn the process and importance of good career planning

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. ANALYZE FACTORS AND FORCES THAT INFLUENCE CAREER CHOICES</p> <p>---Job market</p> <p>---Individual differences</p> <p>---Economic need</p> <p>---Self-qualifications</p> <p>---Parental</p> <p>---Environment</p> <p>---Chance</p> <p>---Sex</p>	<p>(T) Lead discussion on factors and forces which influence careers</p> <p>(T) Invite a handicapped person to explain career choices</p> <p>(S) Hold buzz session on specific occupations and their changing requirements</p>	<p>BP-20, 34, 35</p>	<p>Group discussion</p>



# UNIT: II. Career Development

## TOPIC: E. Planning a Career

OBJECTIVE: To learn the process and importance of good career planning

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. RECOGNIZE THE IMPORTANCE OF RELEVANT EDUCATION</p> <p>--More responsible adults</p> <p>--Communications</p> <p>--Mental and personal development</p> <p>--Understanding of society</p> <p>--Purpose for living</p> <p>--Elimination of dead-end job</p> <p>--Ease of completing education while one is young</p>	<p>(T) Lecture on correlation of education relevant to career choice</p> <p>(T/S) Provide resource people to speak on "Education for Your Career"</p> <p>(T) Show film - "Drop Out"</p> <p>(S) Provide a resource person who has dropped out of school to speak to the class</p> <p>(S) Discuss on peer level the relevancy of education</p> <p>(T) Relate relevant subject matter to career choice</p>	<p>B-42</p> <p>F-29</p>	<p>Group discussion</p> <p>Critique of film</p>

UNIT: II. Career Development

TOPIC: F. Planning a Career

OBJECTIVE: To learn the process and importance of good career planning

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. RECOGNIZE LABOR MARKET TRENDS THAT WILL AFFECT THEIR CAREER CHOICES</p> <p>--Labor force</p> <p>--Age level of workers</p> <p>--Teenage unemployment</p> <p>--Women in the labor force</p> <p>--Job opportunities</p> <p>--Occupational outlook</p>	<p>(S) Write for information from the Bureau of Labor Statistics that will predict manpower needs and trends in their career choices</p> <p>(S) Refer to Occupational Outlook Handbook for the trends projected in their career choices</p> <p>(S) Discuss how labor trends could affect their career choices</p>	<p>BP-10, 33</p>	<p>Oral reporting</p> <p>Group discussion</p>

UNIT: II. Career Development

TOPIC: E. Planning a Career

OBJECTIVE: To learn the process and importance of good career planning

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>5. PARTICIPATE IN CAREER PLANNING EXERCISES</p> <p>--Gathering information about self</p> <p>--Gathering information about jobs</p> <p>--Estimated outcomes</p> <p>--Choosing alternatives</p> <p>--Continuous process of career planning</p> <p>--Relate career choice to interest and ability</p> <p>--Establish primary and secondary career choices</p>	<p>(S) Develop a self-inventory</p> <p>(S) Survey alternate areas of career interest</p> <p>(S) Assign speech topics to express their career objectives</p> <p>(S) Role play a person choosing a career</p> <p>(S) List primary and secondary career choices and reasons for selection</p>	<p>BP-18, 20, 110</p>	<p>Self-inventory</p> <p>Oral report to class</p> <p>Written report on career choices</p>

UNIT: II. Career Development

TOPIC: E. Planning a Career

OBJECTIVE: To learn the process and importance of good career planning

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>6. PREPARE FOR AND COPE WITH CHANGING LIFE STYLES</p> <p>--Marriage</p> <p>--Family size</p> <p>--Dual roles of men and women</p> <p>--Divorce rate</p> <p>--Mobility</p> <p>--Increased life span</p> <p>--Complexity in living</p> <p>--Consumerism</p>	<p>(T) Invite psychologist to give presentation on life styles</p> <p>(T) Show film relevant to changing life styles</p> <p>(S) Express expectations for their own development of life styles</p>	<p>BP-20</p> <p>HR-33</p>	<p>Behavioral observation</p> <p>Questionnaire</p> <p>Group discussion</p>

UNIT: III. Acquiring a JobTOPIC: A. Where and How to Look for a Job

OBJECTIVE: To acquire a knowledge of and be able to use the techniques for locating job opportunities and methods for contacting and approaching potential employers

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. IDENTIFY SOURCES WHERE JOB PROSPECTS CAN BE LOCATED</p> <p>--School personnel</p> <p>--Friends, acquaintances, relatives</p> <p>--Newspaper want ads</p> <p>--Employment agencies:</p> <p>private state</p> <p>--Yellow pages</p> <p>--Union offices</p> <p>--Company personnel offices</p> <p>--U.S. Civil Service</p>	<p>(S) Talk with coordinator and counselor about job prospects</p> <p>(S) Review Want Ads in newspaper</p> <p>(T) Invite speaker from private and state employment agencies</p> <p>(S) Use telephone book in looking up job prospects</p> <p>(T) Invite speakers from union and industry</p> <p>(T) Use text</p> <p>(S) Students will receive handouts and put in notebook</p> <p>(T) Show film</p> <p>(T/S) Use bulletin board to post job prospects</p>	<p>BP-53, 71 72, 106</p> <p>FS-9</p> <p>HR-14, 15, 20, 40</p> <p>OR-4, 9</p>	<p>Group discussion</p> <p>Written report</p> <p>Checklist</p>

UNIT: III. Acquiring a JobTOPIC: A. Where and How to Look for a Job

OBJECTIVE: To acquire a knowledge of and be able to use the techniques for locating job opportunities and methods for contacting and approaching potential employers

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. ANALYZE JOB PROSPECTS ACCORDING TO:</p> <p>--Career objectives</p> <p>--Interest</p> <p>--Aptitude</p> <p>--Abilities</p> <p>--Salary</p> <p>--Fringe benefits</p> <p>--Working conditions</p> <p>--Geographic location</p> <p>--Hours of work</p>	<p>(S) Write career objectives</p> <p>(T) Invite counselor to talk on occupational interest inventories</p> <p>(T) Review with students their career objectives in line with interests, aptitudes and abilities</p> <p>(T) Use text - Chapter #6</p>	<p>BP-53, 110</p> <p>F-70</p> <p>OR-4, 9</p>	<p>Self-evaluation</p> <p>Group discussion</p>

3. T: III. Acquiring a JobTOPIC: — A. Where and How to Look for a Job

OBJECTIVE: To acquire a knowledge of and be able to use the techniques for locating job opportunities and methods for contacting and approaching potential employers

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will:  3. UTILIZE THE SOURCES AVAILABLE TO DETERMINE JOB VACANCIES (Refer to Competency#1)	(S) Arrange interview with Bureau of Employment Security counselor  (S) Review job bank at BES office  (S) List industries where jobs may be available	BP-71, 72 106, 110  HR-14  OR-4, 9	Participation  Notebook  Checklist

# UNIT: III. Acquiring a Job

TOPIC: A. Where and How to Look for a Job

OBJECTIVE: To acquire a knowledge of and be able to use the techniques for locating job opportunities and methods for contacting and approaching potential employers

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. USE THE PROPER APPROACH IN CONTACTING POTENTIAL EMPLOYERS THROUGH THE FOLLOWING METHODS:</p> <p>--Telephone</p> <p>--Letter</p> <p>--Personal contact</p>	<p>(T) Use textbook</p> <p>(S) Role play employer-employee situations</p> <p>(S) Distribute handouts</p> <p>(S) Keep handouts in notebook</p> <p>(S) Use operation sheets</p>	<p>BP-110</p> <p>OR-4, 9</p>	<p>Quiz</p> <p>Performance</p> <p>Observation</p>



UNIT: III. Acquiring a JobTOPIC: B. Applying for a Job

OBJECTIVE: To develop the ability to properly apply for a job using the personal data sheet, application form, and letter of application

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. DEVELOP PERSONAL DATA SHEET AND USE IT PROPERLY WHEN APPLYING FOR A JOB</p> <p>--Personal data sheet should include:</p> <p>personal information education work experience school and community activities leisure time activities references</p>	<p>(T) Use text, Chapter #3</p> <p>(S) Fill out personal data sheet</p> <p>(S) Have group discussion about information on data sheet</p>	<p>BP-110</p> <p>C-2</p> <p>F-1, 69</p> <p>OR-4, 9</p>	<p>Observation</p> <p>Oral report</p>

UNIT: III. Acquiring a Job

TOPIC: B. Applying for a Job

OBJECTIVE: To develop the ability to properly apply for a job using the personal data sheet, application form, and letter of application

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will:  2. EXPLAIN THE USE OF THE APPLICATION FORM BY THE EMPLOYER  ---Collection of personal data  ---Screening employees  ---Future information	(S) Conduct role-playing situation (employer and employee)  (T) Invite guest speaker on the topic: "Importance of Information on an Application Form"	BP-110  HR-20  OR-4, 9	Observation  Group discussion

UNIT III. Acquiring a Job

TOPIC: B. Applying for a Job

OBJECTIVE: To develop the ability to properly apply for a job using the personal data sheet, application form, and letter of application

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. COMPLETE VARIOUS TYPES OF APPLICATION FORMS WITH ACCURACY AND LEGIBILITY</p>	<p>(T) Use text, Chapter #3</p> <p>(S) Satisfactorily complete five application forms for specific jobs,</p> <p>(T) Show film</p> <p>(T/S) Show different types of forms on bulletin board</p> <p>(T) Play cassette recordings</p> <p>(T/S) Use publication</p>	<p>BP-110</p> <p>C-2</p> <p>F-1, 69</p> <p>OR-4, 9</p>	<p>observation</p> <p>group discussion</p>

b. III. Acquiring a Job

TOPIC: B. Applying for a Job

OBJECTIVE: To develop the ability to properly apply for a job using the personal data sheet, application form, and letter of application

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. EXPLAIN WHEN AND HOW TO USE A LETTER OF APPLICATION</p> <p>--Answering a blind ad</p> <p>--Applying for an out-of-town position</p> <p>--When requested by employer</p> <p>--Proper format</p> <p>--Composition</p> <p>--Personal effectiveness</p>	<p>(S) Write letters of application</p> <p>(T) Use textbook</p> <p>(S) Fill in operation sheets</p> <p>(T) Discuss the proper times to use letter of application</p>	<p>BP-110</p> <p>F-1</p> <p>OR-1, 9</p>	<p>Teacher evaluation</p> <p>Compare to model</p> <p>Independent project</p>

UNIT: III. Acquiring a Job

TOPIC: C. What Employers Look For

OBJECTIVE: To become acquainted with the general qualities that employers desire in job applicants

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will  1. ANALYZE STRENGTHS AND WEAKNESSES WITH THL QUALITIES DESIRED IN JOB APPLICANTS BY EMPLOYERS  --Interest in business  --Strong desire to work and learn  --Previous work experience  --Educational preparation  --Use of leisure time  --Good health and personal habits  --Personal reputation	(T) Invite guest speaker  (S) Role play (what employers look for in employees)  (S) Devise list of what employers look for and keep list in notebook  (T) Use textbook  (S) Fill out rating sheet  (T) Use publication	BP-53, 73 110, 122 C-2 F-39 OR-4, 9	List Self- evaluation Observation

UNIT: III, Acquiring a JobTOPIC: D. Job Interview

OBJECTIVE: To develop the attitude, traits and skills that will assist the student in making a favorable impression on employers during the job interview

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. IDENTIFY AND PRACTICE FOR A JOB INTERVIEW BY:</p> <p>--Allowing ample time</p> <p>--Dressing appropriately</p> <p>--Reviewing personal data sheet</p> <p>--Assembling necessary materials, such as:</p> <p>social security card</p> <p>writing implement</p> <p>work permit</p> <p>training agreement</p> <p>personal data sheet</p> <p>--Researching the company</p> <p>--Compiling questions to be asked</p> <p>--Reviewing questions commonly asked</p>	<p>(S) Devise list of do's and don't's</p> <p>(T) Play cassettes</p> <p>(T) Show film</p> <p>(S) Keep notebook</p> <p>(S) Use worksheet</p> <p>(T) Use textbook</p> <p>(T) Use publications</p>	<p>BP-73, 110</p> <p>OR-4, 9</p>	<p>Checklists</p> <p>Performance</p> <p>Observation</p> <p>Group discussion</p>

UNIT. III. Acquiring a JobTOPIC: D. Job Interview

OBJECTIVE: To develop the attitude, traits and skills that will assist the student in making a favorable impression on employers during the job interview

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will:  2. IDENTIFY TYPES OF INTERVIEW SITUATIONS THAT MAY BE ENCOUNTERED AND RESPOND IN AN APPROPRIATE MANNER  --Formal  --Informal	(S) Perform role-playing situations in formal and informal interviews  (T/S) Lead group discussion on types of interviews  (T) Use textbook  (T) Play cassettes  (T) Use publication	BP-110  C-2  OR-4, 9	Observation  Group discussion

UNIT: III. Acquiring a Job

TOPIC: D. Job Interview

OBJECTIVE: To develop the attitude, traits and skills that will assist the student in making a favorable impression on employers during the job interview

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. ANSWER TYPICAL QUESTIONS THAT MAY BE ASKED BY EMPLOYERS DURING JOB INTERVIEWS</p>	<p>(T) Hand out a list of typical questions that may be asked during an interview</p> <p>(T) Use textbook</p> <p>(T) Use publications</p>	<p>BP-110</p> <p>C-2</p> <p>F-69</p> <p>HR-14</p> <p>OR-4, 9</p>	<p>Student response to questions, written or orally</p> <p>Group discussion</p>

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UNIT: III, Acquiring a Job

TOPIC: D. Job interview

OBJECTIVE: To develop the attitude, traits and skills that will assist the student in making a favorable impression on employers during the job interview

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. USE PROPER CONDUCT DURING AN ACTUAL INTERVIEW SESSION DEMONSTRATION</p> <p>--Punctuality</p> <p>--Friendly greeting</p> <p>--Good posture</p> <p>--Composure</p> <p>--Good listening habits</p> <p>--Inquisitiveness</p> <p>--Prompt, brief, and concise answers</p> <p>--Good eye contact</p> <p>--Clear and enthusiastic voice</p> <p>--Appreciation for the interview</p> <p>--Discretion in information given</p>	<p>(T) Ask employer to evaluate student during actual interview</p> <p>(T) Use publication</p> <p>(T) Use textbook</p> <p>(T) Play cassette</p> <p>(T/S) Discuss results of interview</p> <p>(T/S) Role-playing</p>	<p>BP-53, 73, 92, 110</p> <p>F-39</p> <p>OR-4, 9</p>	<p>Employer evaluation of student</p>

UNIT. III. Acquiring a Job

TOPIC: D. Job interview

OBJECTIVE: To develop the attitude, traits and skills that will assist the student in making a favorable impression on employers during the job interview

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>5. EVALUATE INTERVIEW PERFORMANCE BY SELF-RATING ACCORDING TO A PREPARED CHECK-LIST AND THEN ANALYZE STRENGTHS AND WEAKNESSES WITH A PLAN FOR IMPROVEMENT</p>	<p>(T/S) Distribute interview rating forms and have students complete them by reflecting upon their actual performances during sample interviews</p> <p>(S) Upon completion, this rating should be compared to the average rating received from fellow class members and instructor</p> <p>(T/S) Discuss students' strengths and weaknesses</p>	<p>BP-53, 110</p> <p>OR-4, 9</p>	<p>Self-evaluation</p> <p>Discussion</p>

UNIT: III. Acquiring a Job

TOPIC: D. Job Interview

OBJECTIVE: To develop the attitude, traits and skills that will assist the student in making a favorable impression on employers during the job interview

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>6. EXPLAIN THE IMPORTANCE OF INTERVIEW FOLLOW-UP, AND UTILIZE THREE METHODS</p> <p>--Employer deserves a thank you</p> <p>--Reinforces the applicant's interest in position</p> <p>--Calls special attention to applicant</p> <p>--Personal visit</p> <p>--Telephone</p> <p>--Letter</p>	<p>(T) Use textbook</p> <p>(S) Review personal rating sheet</p> <p>(S) Write critique listing individual strengths and weaknesses</p> <p>(S) List ways for self-improvement</p> <p>(T) Play cassettes</p>	<p>BP-92, 110</p> <p>C-2</p> <p>OR-4, 9</p>	<p>Self-evaluation</p> <p>Group discussion</p>

UNIT: III. Acquiring a Job

TOPIC: E. Evaluating a Job Offer

OBJECTIVE: To evaluate job offers in line with individual needs

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. FOLLOW A RATIONAL SELECTION PROCESS IN THE EVALUATION OF JOB OFFERS</p> <p>--Advancement</p> <p>--Training provided</p> <p>--Working conditions</p> <p>--Fringe benefits</p> <p>--Salary</p> <p>--Personal goals</p>	<p>(S) Analyze job offers in terms of self-satisfaction</p> <p>(S) List reasons for selecting a certain job</p> <p>(S) Orally discuss in class which of the following are most important to each student:</p> <p>    ---advancement</p> <p>    ---training provided</p> <p>    ---working conditions</p> <p>    ---fringe benefits</p> <p>    ---salary</p> <p>    ---personal goals</p>	<p>BP-47, 92, 110</p> <p>C-2</p> <p>F-70</p> <p>OR-4, 9</p>	<p>Oral checklist</p> <p>Self-evaluation</p>

UNIT IV. Elements of Job Success

TOPIC A. Personality Development

OBJECTIVE: To assess personality and its importance to occupational success

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. DEFINE PERSONALITY DEVELOPMENT AS IT RELATES TO JOB PERFORMANCE</p>	<p>(S) Formulate individual definitions of personality through group discussion</p> <p>(T) Show films</p> <p>(T/S) Show filmstrips</p> <p>(T/S) Show transparencies</p>	<p>BP-21, 33 51, 52, 61, 80, 91, 100, 122, 135</p> <p>F-2, 18, 54, 56</p> <p>FS-8, 10, 22, 28</p> <p>T-2, 3</p>	<p>Individual counseling</p> <p>Quiz</p> <p>Group discussion</p>

# UNIT: IV. Elements of Job Success

## TOPIC: A. Personality Development

OBJECTIVE: To assess personality and its importance to occupational success

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. RECOGNIZE THE IMPORTANCE OF PERSONALITY DEVELOPMENT FOR JOB SUCCESS</p> <p>--Personality affects your life</p> <p>at school on the job in the family with peers</p> <p>--Relating personality to occupations</p> <p>doctor teacher employer</p> <p>--Relating personality to students' occupational goals</p>	<p>(T/S) Organize small group discussion concerning the many ways personality affects lives</p> <p>(T) Show films</p> <p>(T/S) Show filmstrips</p> <p>(T/S) Distribute a list of occupational titles and describe the type of personality each must have and its importance</p> <p>(T/S) Debate importance of personality development for job success</p> <p>(T) Invite guest speakers</p> <p>(T/S) Field trips</p>	<p>BP-46, 52, 61, 112, 122, 135</p> <p>F-54, 56</p> <p>FS-8, 10, 22, 28</p>	<p>Essay</p> <p>Written reports</p> <p>Oral reports</p> <p>Posters</p> <p>Group discussion</p>

## UNIT IV. Elements of Job Success

TOPIC: A. Personality Development

OBJECTIVE: To assess personality and its importance to occupational success

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. IDENTIFY ASPECTS OF PERSONALITY DEVELOPMENT</p> <p>--Appearance</p> <p>--Speech</p> <p>--Emotions</p> <p>--Intelligence</p> <p>--Environment</p> <p>--Hereditry</p>	<p>(T/S) Distribute a checklist of terms and check those terms pertaining to personality development</p> <p>(S) Develop a list of personality aspects (small groups) that set one individual apart from another. Discuss which can be altered, which can be improved upon, and which are permanent</p> <p>(T) Show films</p> <p>(T/S) Show filmstrips</p>	<p>BP-52, 100, 110, 112, 135</p> <p>F-2, 54, 73</p> <p>FS-8, 10, 22, 28</p>	<p>Checklist</p> <p>Observation</p> <p>Case studies</p> <p>Group discussion</p>

UNIT: IV. Elements of Job Success

TOPIC: A. Personality Development

OBJECTIVE: To assess personality and its importance to occupational success

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will:			
4. CATEGORIZE PERSONALITY TRAITS NECESSARY FOR JOB SUCCESS			
--Favorable:	(S) Role play favorable and unfavorable personality traits	BP-33, 51, 52, 61, 91, 110, 133, 135	Peer evaluation
ambition	(T) Show films		Value judgment
dependability	(T/S) Show filmstrips	C-1	
enthusiasm	(T/S) Play cassette	F-21, 22, 23, 24, 25, 38, 54, 56, 66, 73	Class discussion
initiative	(T/S) Show transparencies		
tact			
--Unfavorable:			
prejudice		FS-8, 10, 22, 28	
conceit			
envy			
narrow-mindedness		T-2, 3	
pessimism			



## Unit IV. Elements of Job Success

## Topic: A. Personality Development

OBJECTIVE: To assess personality and its importance to occupational success

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will:  5. COMPLETE A PERSONALITY SELF-APPRAISAL	(S) Distribute "Attitudinal Inventory" form and "Personality Rating" form to each student and have them complete each form in class  (S) Use other commercial personality inventories, if desired  (T/S) Show filmstrip	BP-51, 52, 110, 112, 130, 131  F-38, 66  FS-22	Individual counseling  Self-evaluation  Appearance  Demonstration of poise

## UNIT IV. Elements of Job Success

TOPIC: B. Working With Others

OBJECTIVE: To demonstrate a knowledge of how to work effectively with employers and coworkers

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. a. LIST WAYS OF ADJUSTING TO THE WORK ENVIRONMENT</p> <p>--Physical facilities</p> <p>layout of plant</p> <p>tools and equipment</p> <p>products manufactured</p> <p>services performed</p> <p>--Procedures and policies</p> <p>check-in time</p> <p>check-out time</p> <p>reporting sickness</p> <p>use of facilities (telephone, locker room, dining area)</p> <p>pay periods, vacations, holidays</p> <p>--Training station information</p> <p>official name</p> <p>full address and telephone number</p> <p>history of company</p> <p>names and titles (manager, supervisors, coworkers)</p>	<p>(T/S) Discuss all the factors that affect "work climates"</p> <p>(S) Prepare a manual of data about the place of employment. Use the following outline to prepare this manual:</p> <p>1. Training station information</p> <p>a. official name</p> <p>b. full address and phone number</p> <p>c. history of business</p> <p>d. names and titles of manager/owner, supervisors, and coworkers</p> <p>e. working hours daily and weekly</p> <p>2. Procedure and policy</p> <p>a. checking in and out</p> <p>b. reporting sickness</p> <p>c. use of facilities (such as phone, locker rooms, dining areas)</p> <p>d. safety rules</p> <p>e. reporting accidents</p> <p>f. pay periods and holidays</p>	<p>BP-46, 51 52, 52c, 58, 60, 85, 130</p> <p>C-1</p> <p>F-71, 73</p> <p>FS-4, 8, 10, 22</p> <p>T-2</p>	<p>Manual</p> <p>Oral report</p> <p>Models</p> <p>Group evaluation</p> <p>Group discussion</p>

UNIT: IV. Elements of Job Success

TOPIC: B. Working With Others

OBJECTIVE: To demonstrate a knowledge of how to work effectively with employers and coworkers

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
1.b. (continued)	<p>g. chain of command (organization chart)</p> <p>h. promotion procedures</p> <p>3. Facilities</p> <p>a. layout of plant (prepare a sketch)</p> <p>b. list tools and equipment used on the job</p> <p>c. products manufactured or produced and services performed</p> <p>(T) Show film</p> <p>(T/S) Show transparencies</p> <p>(T/S) Show filmstrip</p> <p>(T/S) Play cassette</p>		

## UNIT: IV. Elements of Job Success

## TOPIC: B. Working With Others

OBJECTIVE: To demonstrate a knowledge of how to work effectively with employers and coworkers

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. RECOGNIZE THE IMPORTANCE OF COWORKER RELATIONSHIPS</p> <p>--Few persons work alone</p> <p>---Getting along with other persons is an art called "human relations"</p> <p>look for the best be helpful avoid friction avoid gossiping, mud-slinging, and fault-finding</p>	<p>(S) Prepare a list of do's and don't's on the job for class discussion</p> <p>(S) Role play case studies of employees breaking rules or regulations of employment</p> <p>(S) List qualities in rank order</p> <p>(S) Evaluate themselves as coworkers</p> <p>(T/S) Show transparencies</p> <p>(T/S) Show filmstrips</p>	<p>BP-52, 52b, 52c, 80, 85, 110</p> <p>F-51</p> <p>FS-8, 10, 25</p> <p>T-2</p>	<p>Self-evaluation</p> <p>Essay questions</p> <p>Case studies</p> <p>Reports</p> <p>Group discussion</p>

## UNIT: IV. Elements of Job Success

## TOPIC: B. Working With Others

OBJECTIVE: To demonstrate a knowledge of how to work effectively with employers and coworkers

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. UNDERSTAND THE IMPORTANCE OF EMPLOYER-EMPLOYEE RELATIONSHIPS</p> <p>--Employee expectations</p> <p>positive attitude arrive on time give a full day's work dressed and groomed properly comply with policies show respect for superiors maintain tools and equipment in good working order respect confidential information regular attendance: on the job at school</p> <p>--Employee expectations</p> <p>safe working conditions fair wages sufficient training and time to learn the job</p>	<p>(T) Invite a personnel manager to speak to the class</p> <p>(T/S) Lead group discussion</p> <p>(T/S) Make posters to illustrate the importance of employer-employee relationships</p> <p>(T) Show films</p> <p>(T/S) Show transparencies</p> <p>(T/S) Show filmstrips</p> <p>(T/S) Play cassette</p>	<p>BP-21, 52, 52a, 52b, 52c, 52d, 85</p> <p>C-1</p> <p>F-5, 6, 51, 74</p> <p>FS-8, 10, 27</p> <p>T-2</p>	<p>Essay</p> <p>Group discussion</p> <p>Oral report</p> <p>Checklist</p>

# UNIT: IV. Elements of Job Success

## TOPIC: C. Learning About Your Job

OBJECTIVE: To gain a working knowledge of the training station, the specific job, and the interrelationship of all jobs within the company

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. LIST EIGHT DESIRABLE PERSONALITY TRAITS NECESSARY FOR A POSITIVE LEARNING ATTITUDE</p> <p>--Attentiveness  --Open-mindedness  --Ability to follow instructions  --Inquisitiveness  --Adaptability  --Respect for authority  --Respect for experience  --Patience  --Acceptance of constructive criticism  --Courtesy  --Pride  --Truthfulness  --Self-discipline</p>	<p>(S) List individual personality traits</p> <p>(S) Complete a checklist</p> <p>(T/S) Brainstorm personality traits</p> <p>(T/S) Invite a resource person to speak to the class (an industrial psychologist)</p> <p>(T) Show films</p> <p>(T/S) Show transparencies</p> <p>(T/S) Show filmstrips</p> <p>(T/S) Play cassette</p>	<p>BP-21, 57, 91, 133</p> <p>C-1</p> <p>F-5, 6, 71, 73</p> <p>FS-4, 8, 10</p> <p>T-2</p>	<p>Quiz</p> <p>Individual discussion</p> <p>Group discussion</p>

## UNIT IV. Elements of Job Success

## TOPIC: C. Learning About Your Job

OBJECTIVE: To gain a working knowledge of the training station, the specific job, and the interrelationship of all jobs within the company

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. DEMONSTRATE AN AWARENESS OF JOB RESPONSIBILITIES</p> <p>--Duties</p> <p>--Knowing the duties of others</p> <p>--Personal tools</p> <p>--Care for issued tools</p> <p>--Uniforms</p> <p>--Materials, tools, and equipment</p> <p>--Maintenance of work area</p>	<p>(S) Write a paper describing responsibilities while on the job</p> <p>(S) Write a job analysis</p> <p>(T) Show films</p> <p>(T/S) Show filmstrips</p> <p>(T/S) Play cassette</p>	<p>BP-21, 61, 130, 131 C-1</p> <p>F-5, 6, 32, 73</p> <p>FS-4, 8, 10</p>	<p>Group discussion</p> <p>Charting</p> <p>Performance</p> <p>Observation</p>

UNIT: IV. Elements of Job SuccessTOPIC: C. Learning About Your Job

OBJECTIVE: To gain a working knowledge of the training station, the specific job, and the interrelationship of all jobs within the company

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will:			
3. CORRECTLY IDENTIFY THE CONDITIONS OF EMPLOYMENT			
--Hours	(S) Complete wage and hour forms	BP-58, 130	Quiz
--Fringe benefits	(T) Bring in a union representative to speak to the class	F-73	(Group discussion
--Wages	(T) Invite a community college representative to explain additional training opportunities	FS-10, 22	
--Unions	(T) Show film	T-2	
--Tool requirements	(T/S) Show filmstrips		
--Clothing requirements	(T/S) Show transparencies		
--Transportation			
--Additional training			



## UNIT: IV. Elements of Job Success

TOPIC: D. Safety on the Job

OBJECTIVE: To help students understand the importance of safety on the job

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. IDENTIFY SAFETY FACTORS ONE MUST CONSIDER ON THE JOB</p> <p>--Company regulations</p> <p>--Develop safety habits</p> <p>--Importance of safety to the employer</p> <p>accidents interrupt production higher insurance rates conform to OSHA (Occupational Safety Health Act) regulations</p>	<p>(T) Invite OSHA representative to speak to the class</p> <p>(S) Write to businesses and industries to secure job safety information</p> <p>(S) Develop a checklist of safety habits</p> <p>(T/S) Show film</p> <p>(T/S) Show transparencies</p> <p>(T/S) Play cassette</p> <p>(T/S) Show film loop</p>	<p>BP-1, 52, 55, 83, 110</p> <p>C-1</p> <p>F-59</p> <p>FL-1</p> <p>T-1</p>	<p>Oral report</p> <p>Essay</p> <p>Quiz</p> <p>Group discussion</p>

UNIT: IV. Elements of Job Success

TOPIC: D. Safety on the Job

OBJECTIVE: To help students understand the importance of safety on the job

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. LIST RULES OF SAFETY ON THE JOB</p> <p>--Lifting</p> <p>--Walking</p> <p>--Handling and carrying objects</p> <p>--Climbing</p> <p>--Tools and equipment</p> <p>--Flammable materials and prevention of fire</p> <p>--Clean work areas</p> <p>--Reporting accidents</p> <p>--Proper clothing</p> <p>--Safety programs</p> <p>--Color-code</p>	<p>(S) Assign oral reports regarding rules of safety at students' training stations</p> <p>(T) Plan a field trip</p> <p>(T/S) Construct charts and posters on safety</p> <p>(T) Show film</p> <p>(T/S) Show transparencies</p> <p>(T/S) Play cassette</p> <p>(T/S) Show film loop</p>	<p>BP-52, 55, 80, 83</p> <p>C-1</p> <p>F-59, 60, 61, 63</p> <p>FL-1</p> <p>T-1</p>	<p>Oral report</p> <p>Quiz</p> <p>Project evaluation</p> <p>Group evaluation</p> <p>Group discussion</p>

## UNIT IV. Elements of Job Success

TOPIC: D. Safety on the Job

OBJECTIVE: To help students understand the importance of safety on the job

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will:			
3. CORRECTLY IDENTIFY AND USE PROTECTIVE EQUIPMENT AND CLOTHING	(T/S) Construct charts matching jobs and protective equipment used on the job	BP-52; 55, 98	Charting
--Fire extinguishers	(S) Role play situations that illustrate safety clothing and equipment	C-1	Role play
differences	(T) Show film	F-28, 30, 59	Peer evaluation
limitations	(T/S) Show film loop	FL-1	Group discussion
--Helmets	(T/S) Play cassette		
--Shoes			
--Gloves			
--Fire blankets			
--Showers			
--Safety glasses			
--Machine guards			

TOPIC: D. Safety on the Job

OBJECTIVE: To help students understand the importance of safety on the job

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. UNDERSTAND AND BE ABLE TO ADMINISTER BASIC FIRST AID</p> <p>--Burns</p> <p>--Poisons</p> <p>--Cuts</p> <p>--Fainting</p> <p>--Bandaging</p> <p>--Resuscitation</p> <p>--Simple fractures</p>	<p>(S) Role play administering simple first aid</p> <p>(T) Invite a plant nurse to be guest speaker</p> <p>(T) Use video tapes showing first aid techniques</p> <p>(S) Reports on administering first aid for specific accidents</p>	BP-52, 55	<p>Role playing</p> <p>Quiz</p> <p>Reports</p> <p>Self-evaluation</p> <p>Observation</p>

## IV. Elements of Job Success

TOPIC: D. Safety on the Job

OBJECTIVE: To help students understand the importance of safety on the job

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>5. BE AWARE OF THE EMPLOYER'S OBLIGATION TO CONFORM TO OSHA RULES AND REGULATIONS</p> <p>--History</p> <p>--Reporting forms</p> <p>--Reporting accidents</p> <p>--Improving present safety conditions</p>	<p>(T/S) Have students conduct job safety analyses of training stations</p> <p>(T) Invite guest speaker (see competency #1)</p> <p>(S) Complete accident form from training stations</p> <p>(T/S) Have students interview persons responsible for safety at training stations</p>	<p>BP-55, 83, 98, 110</p>	<p>Project report</p> <p>Quiz</p> <p>Oral report</p> <p>Group discussion</p>

OBJECTIVE: To help students understand the importance of safety on the job

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>6. CORRECTLY IDENTIFY HAZARDOUS OCCUPATIONS AS DEFINED BY THE DEPARTMENT OF LABOR (STATE AND FEDERAL)</p> <p>---Coal mining</p> <p>---Sawmills</p> <p>---Brickyards</p>	<p>(T/S) Make charts and posters illustrating hazardous occupations</p> <p>(T/S) Study Dept. of Labor brochures that define hazardous occupations</p>	BP-36, 104	<p>Charting</p> <p>Quiz</p> <p>Group discussion</p>

UNIT: IV, Elements of Job SuccessTOPIC: E. Progress on the Job

OBJECTIVE: To demonstrate a knowledge of the methods for job advancement, for setting realistic goals, and for using techniques for terminating employment

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will: 1. DEVELOP GOALS FOR PROGRESS ON THE JOB --Short-range employment educational personal --Long-range employment educational personal	(T/S) Outline the promotion possibilities within the firm where the student is working  (T/S) Outline individual goals relating to employment and education  (T) Show films  (T/S) Show transparencies  (T/S) Show filmstrips  (T/S) Play cassette	BP-21, 57, 110, 130  C-1  F-8, 40, 72  FS-2, 8, 10  T-2	Self- evaluation  Peer evaluation  Group discussion

# UNIT: IV. Elements of Job Success

## Topic: Progress on the Job

OBJECTIVE: To demonstrate a knowledge of the methods for job advancement, for setting realistic goals, and for using techniques for terminating employment

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. COMPREHEND THE RELATIONSHIP OF JOB COMPETENCY TO SUCCESSFUL JOB PERFORMANCE</p> <p>--Define job competency</p> <p>--Methods of evaluation</p> <p>employer self production rates efficiency</p> <p>--Competency determined by</p> <p>knowledge of job reliability initiative</p>	<p>(T/S) Interview training supervisors to determine job competency expectations</p> <p>(S) Write an essay on methods of evaluating worker performance</p> <p>(T) Show films</p> <p>(T/S) Show filmstrips</p>	<p>BP-57, 61, 82, 110, 131</p> <p>F-5, 6, 40, 72</p> <p>FS-2, 8, 10</p>	<p>Project</p> <p>Essay</p> <p>Group discussion</p>



## IV. Elements of Job Success

Topic: E. Progress on the Job

OBJECTIVE: To demonstrate a knowledge of the methods for job advancement, for setting realistic goals, and for using techniques for terminating employment

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. DETERMINE WAYS TO ADVANCE ON THE JOB</p> <p>--Seniority</p> <p>--Knowledge of job</p> <p>--Quality of work</p> <p>--Quantity of work</p> <p>--Initiative</p> <p>--Perseverance</p> <p>--Cooperativeness</p> <p>--Ability to think rationally</p> <p>--Adaptability</p> <p>--Adequacy of training</p>	<p>(T/S) Debate the pros and cons of a seniority system of promotion versus a merit system of promotion</p> <p>(T) Show films</p> <p>(T/S) Show filmstrips</p>	<p>BP-110, 130</p> <p>F-40, 72</p> <p>FS-2, 27</p>	<p>Quiz</p> <p>Group discussion</p> <p>Debate</p>

TOPIC: E. Progress on the Job

OBJECTIVE: To demonstrate a knowledge of the methods for job advancement, for setting realistic goals, and for using techniques for terminating employment

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. DEMONSTRATE A POSITIVE APPROACH TO GET AN INCREASE IN WAGES</p> <p>--Reasons for asking</p> <p>job performance</p> <p>seniority</p> <p>economic conditions</p> <p>--How to ask</p> <p>an appointment</p> <p>determine rate of increase</p> <p>--Things not to do</p> <p>threaten to quit</p> <p>comparison of peers</p>	<p>(S) Role play an employee asking for a raise</p> <p>(T/S) Debate reasons for asking for a raise</p> <p>(T) Show films</p> <p>(T/S) Show filmstrips</p>	<p>BP-131</p> <p>F-40, 72</p> <p>FS-2, 10</p>	<p>Role play</p> <p>Debate</p> <p>Group discussion</p>

## IV. Elements of Job Success

## TOPIC — E. Progress on the Job

OBJECTIVE: To demonstrate a knowledge of the methods for job advancement, for setting realistic goals, and for using techniques for terminating employment

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>5. DEMONSTRATE A KNOWLEDGE OF THE PROPER PROCEDURES TO FOLLOW WHEN TERMINATING EMPLOYMENT</p> <p>--Reasons</p> <p>working conditions better job further education inability to perform to employer's standards</p> <p>--Length of notice</p> <p>--Consider benefits being sacrificed</p> <p>fringe benefits insurance security retirement seniority</p>	<p>(T/S) Debate reasons for termination of employment</p> <p>(S) Prepare a list of positive and negative characteristics of the position being terminated</p> <p>(T) Show films</p> <p>(S) Role play: A situation where an employee quits in anger A situation where an employee uses the proper procedure for termination</p>	F-40, 72	<p>Role play</p> <p>Group discussion</p> <p>Debate</p> <p>Self-evaluation</p>

## UNIT V. Government and You

## TOPIC: A. Taxes and the Worker

OBJECTIVE: 1. To analyze local, state, and federal payroll deductions; to demonstrate an understanding of government service derived from direct and indirect taxes

2. To use accurately tax forms required for tax computation

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. ANALYZE PAYROLL DEDUCTIONS</p> <p>--Required state and federal</p> <p>Federal Income Tax</p> <p>Social Security</p> <p>State Income Tax</p> <p>--Local jurisdiction</p> <p>wage tax</p> <p>head tax</p> <p>occupation tax</p> <p>job assessment tax</p> <p>other</p> <p>--Personal</p> <p>insurance, health, life</p> <p>savings</p> <p>retirement</p> <p>contributions and gifts</p>	<p>(S) Use sample pay stubs to note deductions made</p> <p>(T) Invite following resource people:</p> <p>CPA</p> <p>IRS representative</p> <p>Business Manager of the school</p> <p>local tax collector</p> <p>local banker</p> <p>(T) Use IRS Bulletin, <u>Understanding Taxes</u></p> <p>(T/S) Visit local tax office</p> <p>(T) Use overhead projector to show payroll stub</p>	<p>BP-26, 110, 121, 123</p> <p>HR-2, 5, 23, 29, 37</p>	<p>Observation</p> <p>Visitation</p> <p>Work sheet</p> <p>Group discussion</p> <p>Bulletin board</p>

## Unit V. Government and You

## TOPIC A. Taxes and the Worker

- OBJECTIVE: 1. To analyze local, state and federal payroll deductions; to demonstrate an understanding of government service derived from direct and indirect taxes
2. To accurately use tax forms required for tax computation

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will:			
2. ANALYZE FEDERAL, STATE, AND LOCAL INCOME TAX			
--Federal Income Tax	(T) Use IRS Bulletin, <u>Understanding Taxes</u>	BP-26, 110, 116, 117, 121	Charts
purpose and history	(T) Use current government tax charts:		Case study
use of tax dollars	<u>Where it Comes From</u>		
who contributes	<u>Where it Goes</u>		
how income tax affects the students	(T) Use overhead projector to show sources and disbursement	HR-23, 37	Group discussion
computation	(T) Use films and slide series		Work sheets
--State Income Tax			
purpose and use			
collection rate			
computation			
--Local Income Tax			
purpose and use			
collection rate			
computation			

## V. Government and You

## CIVIC A. Taxes and the Worker

OBJECTIVE. 1. To analyze local, state and federal payroll deductions; to demonstrate an understanding of government service derived from direct and indirect taxes

2. To accurately use tax forms required for tax computation

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. ANALYZE TAXES NOT RELATING TO PAYROLL DEDUCTIONS, BUT HAVING A DIRECT EFFECT ON NET SPENDING POWER</p> <p>--Governor's tax</p> <p>indirect progressive rate use</p> <p>--Sales tax</p> <p>indirect progressive rate use</p> <p>--Other taxes</p> <p>property excise hunting and fishing license animal license other</p>	<p>(S) Select item and research the tax structure of the product</p> <p>(S) Identify taxes and projected use</p> <p>(T) Invite speaker from small business administration to discuss indirect taxation</p> <p>(T) Use films and slides if available</p>	<p>BP-22, 26, 49, 81, 110, 121</p> <p>F-31, 36</p> <p>HR-34</p>	<p>Case study</p> <p>Reports</p> <p>Group discussion</p>

OBJECTIVE: 1. To analyze local, state and federal payroll deductions; to demonstrate an understanding of government service derived from direct and indirect taxes

2. To accurately use tax forms required for tax computation

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. LIST SERVICES PROVIDED BY THE GOVERNMENT IN RETURN FOR TAX DOLLARS SPENT</p> <p>--Health</p> <p>--Education</p> <p>--Welfare</p> <p>--Labor</p> <p>--Social protection</p> <p>--Financial</p> <p>--Transportation</p> <p>--Others</p>	<p>(T/S) Use IRS Bulletin, <u>Understanding Taxes</u></p> <p>(T) Invite local state representative to discuss use of tax dollars</p> <p>(S) Visit agency in groups and give class report</p>	<p>BP-26, 110, 116, 117, 121</p> <p>F-31, 37</p> <p>HR-36</p>	<p>Visitation</p> <p>Reports</p> <p>Group discussion</p> <p>Work sheets</p>

## UNIT V. Government and You

## TOPIC: A. Taxes and the Worker

OBJECTIVE: 1. To analyze local, state and federal payroll deductions; to demonstrate an understanding of government service derived from direct and indirect taxes

2. To accurately use tax forms required for tax computation

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>5. COMPLETE FEDERAL, STATE, AND LOCAL TAX FORMS USING APPROPRIATE MATERIALS</p> <p>--Use of tax forms and tax tables</p> <p>federal - short and long forms</p> <p>state</p> <p>local</p> <p>--Problems affecting income tax payments</p> <p>holding two jobs</p> <p>married couple, joint return</p> <p>tax audit</p>	<p>(T) Use IRS Bulletin; <u>Understanding Taxes</u></p> <p>(T) Use overhead projector to show tax forms</p> <p>(T) Invite local tax expert (CPA, IRS, banker) to discuss state and federal forms</p> <p>(S) Complete required tax forms</p> <p>(T) Acquire sample tax forms</p>	<p>BP-111</p> <p>HR-2, 5, 23</p>	<p>Work sheets</p> <p>Group discussion</p> <p>Performance</p> <p>Observation</p>



## TOPIC R. Social Security and Retirement

OBJECTIVE: To develop an understanding of the purposes, growth, benefits, and basic operational functions of the Social Security and other retirement programs

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. IDENTIFY THE FACTORS LEADING TO THE DEVELOPMENT OF SOCIAL SECURITY LEGISLATION</p> <p>--Historical background</p> <p>economic factors inherent in the great depression</p> <p>Franklin Roosevelt's New Deal program</p> <p>--Social Security Act of 1935</p> <p>basic provisions</p> <p>availability</p>	<p>(T) Obtain and distribute various materials from the Social Security Office</p> <p>(S) Review and prepare written report on the S.S. Act</p> <p>(T) Invite Social Security representative to speak to the class</p>	<p>BP-95, 102, 103, 110, 116, 117, 127</p> <p>F-64</p> <p>HR-35</p>	<p>Visitation</p> <p>Group discussion</p> <p>Written reports</p> <p>Questionnaire</p> <p>Work sheet</p>

# U.S. Government and You

TOPIC: B. Social Security and Retirement

OBJECTIVE: To develop an understanding of the purposes, growth, benefits, and basic operational functions of the Social Security and other retirement programs

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. ANALYZE THE COLLECTION AND MAINTENANCE FUNCTIONS OF THE SOCIAL SECURITY SYSTEM</p> <p>--Basic procedures for FICA payroll deductions</p> <p>rate of contribution:  employer  employee  self-employed  method of collection</p> <p>--How to check on personal accounts  when to check  where to check</p> <p>--Where contributions go  retirement  survivor's insurance  disability insurance  hospital insurance</p>	<p>(T) Use sample check stub to show how payroll deductions are made and the actual amount of the deduction</p> <p>(T) Distribute FICA pamphlet and discuss changing roles and contribution ceilings</p> <p>(T/S) Show students how to fill in personal account forms</p> <p>(S) Project a chart showing present and future contribution rates</p>	<p>BP-95, 102, 103, 110, 116, 117</p> <p>F-64</p>	<p>Group discussion</p> <p>Work sheet</p> <p>Charting</p> <p>Question/answer</p>

## TOPIC: B. Social Security and Retirement

OBJECTIVE: To develop an understanding of the purposes, growth, benefits, and basic operational functions of the Social Security and other retirement programs

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. LIST THE BENEFITS OF SOCIAL SECURITY</p> <p>--Retirement benefits</p> <p>full benefits</p> <p>reduced benefits</p> <p>earned income limitations</p> <p>--Disability benefits</p> <p>eligibility</p> <p>proof of disability</p> <p>family payments</p> <p>vocational rehabilitation</p> <p>--Survivors' benefits</p> <p>eligibility</p> <p>types of payments</p> <p>--Hospitalization-medicare</p> <p>disabled</p> <p>elderly</p> <p>--Other benefits</p>	<p>(T) Invite resource people (from Medicare):</p> <p>doctor</p> <p>dentist</p> <p>hospital administrator</p> <p>(T/S) Invite Social Security representative to discuss benefits</p> <p>(T) Project a chart showing monthly cash payment benefits (Social Security information for young families, p.17)</p>	<p>BP-95, 102, 103, 110, 116, 117, 127</p> <p>F-64</p> <p>HR-11, 13, 19, 35</p>	<p>Group discussion</p> <p>Charting</p> <p>Case study</p> <p>Work sheet</p>

## UNIT: V. Government and You

## TOPIC: B. Social Security and Retirement

OBJECTIVE: To develop an understanding of the purposes, growth, benefits, and basic operational functions of the social security and other retirement programs

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. COMPLETE A SOCIAL SECURITY APPLICATION</p> <p>---Social Security numbers are used for establishing worker identity, as a means of collecting accurate data, and as a beginning for accounts in FICA. In addition, they are used in many other ways, such as insurance, colleges, the military services, and credit cards. Form SS-5 is used as an application for a new number and for a duplicate, in case a card is lost</p> <p>---Problems and questions that may come up in a discussion about Social Security</p> <p>What to do about a lost card?            What happens when one marries?            Is a new number issued after a change of job address, name, etc.?</p>	<p>(T) Obtain application forms from local S.S. Office</p> <p>(T) Use overhead projector to explain application form</p> <p>(S) Complete application form</p> <p>(S) Return application to local S.S. Office</p> <p>(T) Invite a representative from the Social Security Administration for a question and answer session</p>	<p>BP-26, 95, 102, 103, 110</p> <p>F-64</p> <p>HR-35</p>	<p>Worksheet</p> <p>Performance</p> <p>Observation</p> <p>Question/answer</p> <p>Group discussion</p> <p>Peer evaluation</p>

UNIT: V. Government and YouTOPIC: B. Social Security and Retirement

OBJECTIVE: To develop an understanding of the purposes, growth, benefits, and basic operational functions of the Social Security and other retirement programs

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>5. DEMONSTRATE AN AWARENESS OF RETIREMENT PROGRAMS OTHER THAN SOCIAL SECURITY</p> <p>--Various retirement programs available</p> <p>business and industry government insurance companies unions personal programs: real estate stocks and bonds savings developing a retirement program</p>	<p>(S) Request information from local insurance agent on retirement plans</p> <p>(T/S) View film</p> <p>(S) Arrange individual student visitation to local business to obtain retirement information</p> <p>(S) Present oral report</p> <p>(T) Have local business representative discuss company retirement plans</p>	<p>BP-95, 102, 110</p> <p>F-64</p> <p>HR-22</p>	<p>Visitation</p> <p>Oral reports</p> <p>Peer evaluation</p> <p>Group discussion</p> <p>Worksheet</p>

... V. Government and You

TOPIC: U. Government Regulations

OBJECTIVE. To demonstrate local, state, and federal governmental regulations which will affect employment, personal safety, and job security

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. HAVE A BASIC UNDERSTANDING OF GOVERNMENT REGULATIONS THAT AFFECT EMPLOYMENT AND PLACE OF EMPLOYMENT</p> <p>--Safety on the job</p> <p>OSHA (Occupational Safety and Health Act)</p> <p>construction codes</p> <p>others</p> <p>--Labor regulations</p> <p>refer to Unit VII, "Free Enterprise System"</p> <p>topic: "Regulations Affecting Labor"</p> <p>--Equal opportunity and compliance codes</p> <p>child</p> <p>adult male and female</p> <p>minority</p>	<p>(T) Invite OSHA agent, area state building inspector, or safety manager of local industry as guest speaker</p> <p>(S) Identify safety regulations for occupation chosen</p> <p>(T) Obtain film or slides from OSHA office to show class</p> <p>(T/S) Discuss appropriate OSHA bulletin</p> <p>(S) Research and present panel discussions</p>	<p>BP-36, 41, 50b, 50d, 51, 66, 77</p> <p>HR-21, 27</p>	<p>Group discussion</p> <p>Case study</p> <p>Oral reports</p> <p>Peer evaluation</p> <p>Performance evaluation</p> <p>Question/answer</p>

UNIT: V. Government and YouTOPIC: C. Government Regulations

OBJECTIVE: To demonstrate local, state, and federal governmental regulations which will affect employment, personal safety, and job security

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. DEMONSTRATE KNOWLEDGE OF THE WORKMEN'S COMPENSATION PROGRAM</p> <p>--Types of workmen's compensation insurance</p> <p>--Types of disability</p> <p>--Responsibilities of the employer and employee</p> <p>--Elements necessary to collect workmen's compensation</p>	<p>(T) Invite local insurance representative to discuss coverage</p> <p>(S) Visit local claims office and present findings to class</p> <p>(T/S) Acquire and discuss with class the appropriate compensation bulletins</p>	<p>BP-110, 125 126</p> <p>HR-22</p>	<p>Group discussion</p> <p>Case study</p> <p>Oral reports</p> <p>Peer evaluation</p> <p>Performance observation</p> <p>Question/answer</p>

## UNIT VI. You as a Consumer

TOPIC: A. Developing a Budget

OBJECTIVE: To enable the student to develop a budget and understand the importance of keeping records

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will:			
1. EXPLAIN THE IMPORTANCE OF BUDGETING			
--Provide for short-term and long-term goals	(T) Show filmstrip, "Managing Your Money"	BP-27, 35, 50, 86, 87, 105	Group discussion
--Provide for emergencies	(T) Invite guest speaker - County Home Demonstration Agent	F-75	Quiz
--Eliminate wasteful habits	(T) Research current news media for articles which deal with money management	FS-15, 16	
--Skill in money management	(T) Prepare situations for role-playing activity	HR-9	
--Provide needs and priorities	(S) Role play situations for planning goals		
	(T) Show film		
	(T) Show filmstrip		



UNIT VI. You as a Consumer

TOPIC: A. Developing a Budget

OBJECTIVE: To enable the student to develop a budget and understand the importance of keeping records

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. IDENTIFY PERSONAL AND ECONOMIC OBJECTIVES</p> <p>--Needs</p> <p>--Wants</p>	<p>(T) Discuss Maslow's "hierarchy of needs" with students</p> <p>(S) List individual needs and wants</p> <p>(T) Show film</p>	<p>F-53</p> <p>BP-37</p>	<p>Group discussion</p>

## VI. You as a Consumer

TOPIC: A. Developing a Budget

OBJECTIVE: To enable the student to develop a budget and understand the importance of keeping records

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. PLAN A PERSONAL BUDGET WITH CONSIDERATION OF THE FOLLOWING:</p> <ul style="list-style-type: none"><li>--Income</li><li>--Fixed expenses</li><li>--Flexible expenses</li><li>--Day-to-day living expenses</li><li>--Savings</li></ul>	<p>(T) Prepare general rules of budgeting money as a handout for students</p> <p>(S) Keep a record of personal expenses</p> <p>(S) Maintain an accurate record of earnings and savings</p> <p>(S) Make a personal budget</p> <p>(T) Show film</p>	<p>F-9</p> <p>BP-74</p>	<p>Report</p> <p>Quiz</p>

OBJECTIVE. To develop an understanding and use of all banking procedures by students

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. EXPLAIN THE ROLE AND FUNCTION OF BANKING IN THE FREE ENTERPRISE SYSTEM</p> <p>--Receive deposits</p> <p>--Make loans</p> <p>--Pay interest to depositors</p> <p>--Invest money</p> <p>--Safeguard money</p> <p>--Financial consultants</p>	(T) Lecture	BP-27, 105, 107	Group and individual discussion

TOPIC B. Banking Services

**OBJECTIVE:** To develop an understanding and use of all banking procedures by students

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. DEFINE THE TWO BANK CLASSIFICATIONS</p> <p>--State</p> <p>--National</p>	<p>(T) Invite guest speaker - local banker for discussion of banking services</p>	HR-12	Group discussion
<p>3. EXPLAIN THE DIFFERENCES BETWEEN A COMMERCIAL BANK AND A SAVINGS AND LOAN ASSOCIATION</p>	<p>(T) Lecture</p> <p>(S) Clip from newspaper and paste advertisements showing the difference</p>	BP-88	<p>Group discussion</p> <p>Poster</p> <p>Rating scale</p>

TOPIC B. Banking Services

OBJECTIVE. To develop an understanding and use of all banking procedures by students

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. EXPLAIN THE REASON FOR AND THE FUNCTIONS OF THE FEDERAL RESERVE SYSTEM</p> <p>5. DEFINE AND DEMONSTRATE A WORKING KNOWLEDGE OF AND ABILITY TO USE BANKING SERVICES</p> <p>---Savings</p> <p>---Checking</p> <p>---Vacation and Christmas clubs</p> <p>---Safety deposit box</p> <p>---Travelers' checks</p> <p>---Focus</p> <p>---Credit card services</p>	<p>(T) Lecture</p> <p>(T) Show film</p> <p>(T) Prepare work sheets for students</p> <p>(S) Complete forms to show use of banking services</p> <p>(S) Role play opening a checking account and/or savings account</p> <p>(S) Contact local bank to secure forms and promotional handouts</p> <p>(S) Refer to newspaper and T.V. for banking advertisements</p> <p>(T) Show film</p> <p>(T) Show filmstrip</p>	<p>F-15</p> <p>BP-114</p> <p>F-14</p> <p>FS-23</p>	<p>Quiz</p> <p>Worksheet</p> <p>Role playing/rating scale</p> <p>Bulletin board</p> <p>Quiz</p> <p>Group discussion</p>

UNIT: VI. You as a Consumer

TOPIC: C. Investing in Your Future

OBJECTIVE: To develop an interest in investments by students and to have a realistic understanding of investing

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. DEFINE AND LIST THE VARIOUS TYPES OF INVESTMENTS AND THE ADVANTAGES AND DISADVANTAGES OF EACH</p> <p>--Stocks: preferred, common</p> <p>--Bonds: government, municipal</p> <p>--Real estate</p> <p>--Institutions: banks savings and loan assns. credit unions</p> <p>--Mutual funds</p> <p>--Insurance</p>	<p>(T/S) Have students select a stock and follow it through for a period of two weeks, charting its price fluctuations</p> <p>(T/S) Discuss the various advantages and disadvantages of types of investing</p> <p>(T) Invite guest speaker from local investment firm or real estate company</p> <p>(T) Show films</p> <p>(T) Show filmstrip (refer to Topic E)</p>	<p>BP-105, 129</p> <p>F-35, 62</p> <p>FS-24</p> <p>HR-24</p>	<p>Worksheets</p> <p>Group discussion</p> <p>Quiz</p>

UNIT: VI. You as a Consumer

TOPIC: D. Credit

OBJECTIVE: To develop an understanding and use of credit by the students

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will: 1. DEFINE THE CONCEPT OF CREDIT	(T/S) Discuss credit and define it  (S) Invite guest speaker from credit union, bank, credit bureau, loan association, or local credit association  (T) Distribute pamphlets from local credit association (check yellow pages)  (T) Show film	BP-27, 35, 50, 72, 87, 105  F-14, 20  HR-10	Quiz  Group discussion  Reports  Quiz

UNIT. VI. You as a Consumer

TOPIC. D. Credit

OBJECTIVE. To develop an understanding and use of credit by the students

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. LIST AND EXPLAIN THE SIX C'S OF CREDIT</p> <p>--Character</p> <p>--Capacity</p> <p>--Capital</p> <p>--Conditions</p> <p>--Collateral</p> <p>--Common sense</p>	<p>(T) Lead discussion to develop lists from students</p> <p>(S) Design bulletin board which depicts credit as a useful tool and shows the definition of each C</p>	<p>BP-50a</p>	<p>Group discussion</p> <p>Point system</p>



VI. You as a Consumer

TOPIC D. Credit

OBJECTIVE: To develop an understanding and use of credit by the students

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. EXPLAIN HOW TO USE CREDIT WISELY</p> <p>--Use only when necessary</p> <p>--Use budget as a guide</p> <p>--Find best credit available</p> <p>--Value of good credit rating</p>	<p>(T/S) Lecture and open discussion</p> <p>(S) Students can check with parents and local business people to get ideas and feelings on credit</p> <p>(T) Prepare reporting form for previous activity</p> <p>(T) Show film</p>	<p>BP-84</p> <p>F-12</p>	<p>Reports: written or oral</p> <p>Rating scale</p> <p>Quiz</p>

Unit: VL You as a ConsumerTopic: D. Credit

Objective: To develop an understanding and use of credit by the students

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. APPRAISE THE VARIOUS CREDIT PLANS ACCORDING TO COST, CONVENIENCE, AVAILABILITY AND PRODUCTS PURCHASED</p> <p>--Retail charge accounts</p> <p>regular revolving installment</p> <p>--Bank credit</p> <p>credit cards installment check credit</p> <p>--Finance company</p>	<p>(S) List items purchased by the family by means of cash or credit. Make separate lists. Compare the costs of items which are usually charged with the cost of items that are purchased. The cost of the credit charge should also be taken into consideration</p> <p>(T/S) Obtain examples of credit forms and cards</p> <p>(T) Show film</p>	F-16	Quiz Group discussion

OBJECTIVE: To enable the student to develop an understanding of insurance, relating specific kinds of insurance to his/her own needs

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. EXPLAIN THE CONCEPT OF INSURANCE</p>	<p>(T/S) Form committees to visit different types of insurance agencies in the community</p> <p>(T) Prepare form for reporting by students</p> <p>(T) Designate several students to make oral reports</p> <p>(T) Show film - "Life Insurance--What it Means"</p>	<p>BP-27, 32, 50, 105</p> <p>F-43</p>	<p>Rating sheet</p> <p>Group discussion</p>

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## VI. You as a Consumer

## C. Insurance

OBJECTIVE. To enable the student to develop an understanding of insurance, relating specific kinds of insurance to his/her own needs

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2.a.DEMONSTRATE A KNOWLEDGE OF THE VARIOUS TYPES OF INSURANCE</p> <p>--Automobile</p> <p>collision liability comprehensive state laws that apply</p> <p>--Life</p> <p>term straight whole limited-payment endowment</p> <p>--Health</p> <p>hospitalization surgical general medical major medical loss of income</p>	<p>(T) Present a list of insurance terms which the student will need to know</p> <p>(T/S) Discuss terms</p> <p>(S) Complete automobile accident forms required by insurance companies</p> <p>(T) Discuss automobile insurance rates</p>	<p>BP-50, 105</p>	<p>Group discussion</p> <p>Objective tests</p>

TOPIC: E. Insurance

OBJECTIVE: To enable the student to develop an understanding of insurance, relating specific kinds of insurance to his/her own needs

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
2.b. (continued) --Workmen's Compensation how operated provisions --Home Owners' and Tenant --Social Insurance unemployment medicare social security			

## UNIT: VI. You as a Consumer

## TOPIC E. Insurance

OBJECTIVE To enable the student to develop an understanding of insurance, relating specific kinds of insurance to his/her own needs

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. LIST THE FACTORS TO CONSIDER IN PURCHASING INSURANCE</p> <p>--Need</p> <p>risks encountered</p> <p>family responsibilities</p> <p>type of employment</p> <p>security</p> <p>--Cost</p> <p>individual plan</p> <p>group plan</p> <p>proportional cost as related to monthly income</p> <p>--Type</p> <p>--Selection of insurance company</p> <p>mutual</p> <p>stock</p> <p>participating and non-participating</p>	<p>(T) Invite a member of a local insurance underwriter's assn. to speak to the class</p> <p>(T/S) Have students list questions to ask of invited guest speaker</p> <p>(S) Evaluate insurance advertising as presented through printed and electronic media</p> <p>(T) Present case studies to small groups</p> <p>(S) Solve cases and present orally to class</p> <p>(T/S) Have students plan hypothetical insurance programs for themselves</p>	<p>BP-8</p> <p>HR-22</p>	<p>Open discussion</p> <p>Questionnaire</p> <p>Case study solution</p> <p>Rating sheet</p>

OBJECTIVE: To develop the knowledge and the skills required for intelligent buying in order to achieve personal goals and receive maximum satisfaction from limited resources

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. IDENTIFY AND EXPLAIN THE FACTORS THAT INFLUENCE THE SELECTION OF GOODS AND SERVICES</p> <p>---Personal values</p> <p>---Short- and long-term goals</p> <p>---Family and peers</p> <p>---Resources: human, material</p> <p>---Economic state of nation</p> <p>---The market place</p>	<p>(T/S) Discuss each factor with class</p> <p>(T/S) Collect pictures from a variety of products including necessities, luxuries, and nonsense items. Mark with approximate prices. Each student has \$100.00 to spend. Discuss what influences the students' decisions</p> <p>(T/S) Develop bulletin board on current news related to this competency. When completed, have students answer these questions:</p> <p>---What news might change your personal values?</p> <p>---What news concerns your short-term goals?</p> <p>---What news affects your economic resources?</p> <p>---What news tells you about the economic state of the nation?</p> <p>(T) Show film</p>	<p>BP-24, 27, 64, 105</p> <p>F-10, 11</p>	<p>Group discussion</p> <p>Bulletin board</p> <p>Group discussion</p>

Unit VI. You as a Consumer

## Topic -- Food Purchasing Goods and Services

OBJECTIVE: To develop the knowledge and the skills required for intelligent buying in order to achieve personal goals and receive maximum satisfaction from limited resources

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. ANALYZE GUIDES TO INTELLIGENT BUYING</p> <p>--Brand names</p> <p>--Trademarks</p> <p>--Labels</p> <p>--Grades</p> <p>--Warranties and guarantees</p> <p>--Printed instructions for care and use</p> <p>--Fads and fashions</p> <p>--Style</p>	<p>(S) Bring in empty food packages or labels. Develop a large display. Ask students to identify the guides to intelligent buying.</p> <p>(T/S) Lead class discussion on what to look for, based on students' written observations</p> <p>(T/S) Use consumer reports with teacher's guide and have students do reading reports on the articles</p> <p>(S) Bring in guarantees and warranties. Choose one to use, as an example, and break down the language. Design a chart to classify the important elements and analyze them.</p> <p>(T) Show film</p> <p>(S) Compare prices of name-brand items versus store brands and share with class</p>	<p>BP-24, 27, 97</p> <p>F-13, 68</p>	<p>Observation</p> <p>Group discussion</p> <p>Reports</p> <p>Group discussion</p>



## TOPIC F. Purchasing Goods and Services

OBJECTIVE: To develop the knowledge and the skills required for intelligent buying in order to achieve personal goals and receive maximum satisfaction from limited resources

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. RECOGNIZE THE PROMOTIONAL DEVICES THAT ARE USED TO INFLUENCE PURCHASING ABILITY</p> <p>--Games and prizes</p> <p>--Premiums and box-top offers</p> <p>--Discounts and coupons</p> <p>--Trading stamps</p> <p>--Special offers</p> <p>--Sales</p> <p>--Loss leaders</p> <p>--Advertising</p>	<p>(T/S) Poll students for their favorite ads. Discuss what makes these ads memorable.</p> <p>(S) List three items which they or their family have bought on sale. Evaluate their purchases.</p> <p>(T/S) Solicit from the class personal family experiences with discounts, trading stamps, and other promotional devices</p> <p>(S) Bring in various ads depicting buying motives (emotions of love, security, sex, status; rational motives of dependability, economy, etc.)</p> <p>(T/S) Show how advertising actually aids consumer in making buying decisions</p>	BP-4, 24	<p>Observation</p> <p>Group discussion</p> <p>Peer evaluation</p>

## UNIT VI. You as a Consumer

TOPIC: F. Purchasing Goods and Services

OBJECTIVE: To develop the knowledge and the skills required for intelligent buying in order to achieve personal goals and receive maximum satisfaction from limited resources

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. IDENTIFY THE RETAIL OUTLETS AVAILABLE</p> <ul style="list-style-type: none"><li>--Specialty shop</li><li>--Department stores</li><li>--Variety stores</li><li>--Discount houses</li><li>--Factory outlets</li><li>--Consumer companies</li><li>--Second-hand shops</li><li>--Mail-order houses</li><li>--Door-to-door</li></ul>	<p>(T/S) Give students a list of products. Have them look through yellow pages for shops where they could find the items.</p> <p>(T/S) Discuss each of the outlets and ask students to identify the differences between each</p> <p>(T/S) Give students 5-10 items to find in a mail-order catalog. Have them fill out order and calculate the cost.</p>	BP-72, 99	Quiz Student reports Rating scale

TOPIC: F. Purchasing Goods and Services

OBJECTIVE: To develop the knowledge and the skills required for intelligent buying in order to achieve personal goals and receive maximum satisfaction from limited resources

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>5. IDENTIFY THE FACTORS AFFECTING THE CHOICE OF A RETAIL OUTLET</p> <p>--Reputation</p> <p>--Store arrangement</p> <p>--Cleanliness</p> <p>--Price, quality, and style</p> <p>--Customer relations</p> <p>--Policies</p> <p>--Other</p>	<p>(T/S) Have students brainstorm the characteristics that make them choose one store over another</p> <p>(T/S) Discuss favorable and unfavorable experiences in shopping in different stores</p>		Group discussion

## UNIT VI. You as a Consumer

## TOPIC F. Purchasing Goods and Services

OBJECTIVE: To develop the knowledge and the skills required for intelligent buying in order to achieve personal goals and receive maximum satisfaction from limited resources

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>6. BECOME AWARE OF AND SEE THE VALUE IN USING VARIOUS PURCHASING TECHNIQUES</p> <p>--Planned versus impulse buying</p> <p>--Comparison shopping</p> <p>--Bulk and quantity shopping</p> <p>--Cash and carry vs. charge accounts</p> <p>--Sales and seasonal items</p>	<p>(I/S) Have students name at least one item which was bought during the last month strictly on impulse. Were they happy or sorry afterwards?</p> <p>(T/S) Discuss different kinds of sales. What is on sale when?</p> <p>(T/S) Create a bulletin board of shopping skills entitled "Fly High With a Wise Buy." Display kites, each bearing a specific shopping skill.</p> <p>(T) Show films</p>	<p>BP-24, 25, 39</p> <p>F-58, 65</p>	<p>Individual reports</p> <p>Group discussion</p> <p>Bulletin board</p> <p>Quiz</p>

UNIT: VI. You as a Consumer

TOPIC: F. Purchasing Goods and Services

OBJECTIVE: To develop the knowledge and the skills required for intelligent buying in order to achieve personal goals and receive maximum satisfaction from limited resources

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>7. IDENTIFY THE LAWS, REGULATIONS, AND LEVELS OF GOVERNMENT THAT AFFECT THE CONSUMER</p> <p>---Federal government</p> <p>U.S. Congress: truth in lending truth in packaging</p> <p>Executive: Federal Trade Commission Food and Drug Administration Dept. of Health, Education, and Welfare Interstate Commerce Commission</p> <p>--State government</p> <p>Bureau of Consumer Protection Pa. Dept. of Agriculture Pa. Legislature</p> <p>--City government</p> <p>Bureau of Weights and Measures Mayor's Office of Consumer Services District Attorney's Office</p>	<p>(T/S) Have students describe in writing shopping experiences in which they or their families have received a bad deal. Discuss whether there is a government agency which has, or should have, control over such matters.</p> <p>(T/S) Elicit from class the names of the two senators from Pa. in Washington, their congressional representative; and their state senator. Post these names on the bulletin board.</p> <p>(T/S) Have students write letters to elected legislators asking them to state their views on consumer affairs and on specific bills they are supporting.</p>	BP-24	<p>Group discussion</p> <p>Letter composition and completion</p>

## UNIT VI. You as a Consumer

## TOPIC: F. Purchasing Goods and Services

OBJECTIVE: To develop the knowledge and the skills required for intelligent buying in order to achieve personal goals and receive maximum satisfaction from limited resources

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>8. DEFINE THE CONCEPT OF CONTRACTS AND MAJOR CHARACTERISTICS</p> <p>--An agreement to exchange something for something</p> <p>--Written, oral or even unspoken</p> <p>--Must be lived up to by seller and buyer</p>	<p>(T/S) Examine samples of actual contracts that students may encounter now or later. Identify the major characteristics of each and the wording contained in each.</p> <p>(T/S) Discuss situations where contracts are essential to both buyer and seller</p>	<p>BP-24, 26</p>	<p>Group discussion</p>

TOPIC F. Purchasing Goods and Services

OBJECTIVE: To develop the knowledge and the skills required for intelligent buying in order to achieve personal goals and receive maximum satisfaction from limited resources

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>9. IDENTIFY THE EFFECTS OF BREACH OF CONTRACT BY SELLER AND BUYER</p>	<p>(T/S) Review steps that a prudent consumer takes before signing a contract. Develop into classroom poster.</p> <p>(T/S) Discuss reasons for honoring contracts and the steps sellers may legally pursue to make buyers uphold their end of contracts</p>	BP-26	Poster Group discussion
<p>10. IDENTIFY THE MAJOR ELEMENTS OF INSTALLMENT SALES CONTRACTS</p>	<p>(T) Collect examples of installment sales contracts from loan companies, banks, etc., and share with class</p>	BP-26	Observation

## UNIT VI. You as a Consumer

TOPIC: F. Purchasing Goods and Services

OBJECTIVE: To develop the knowledge and skills required for intelligent buying in order to achieve personal goals and receive maximum satisfaction from limited resources

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>11. IDENTIFY THE MOST COMMON FORMS OF FRAUD</p> <p>---Common law fraud</p> <p>---Mail fraud</p> <p>---"Bait and switch" fraud advertising</p> <p>---Door-to-door fraud</p> <p>---Pressure sales</p>	<p>(T/S) Draw from class any fraudulent experiences that students or their families have encountered</p> <p>(S) Scan newspapers for possible examples of "bait and switch" advertising. Send students to shop these stores and report their findings to class</p>	BP-26	<p>Individual and group discussion</p> <p>Student reports</p>



OBJECTIVE: To develop the knowledge and skills required for intelligent buying in order to achieve personal goals and receive maximum satisfaction from limited resources

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>12. IDENTIFY THE SOURCES OF ASSISTANCE IN DEALING WITH CONSUMER FRAUD</p> <p>--Lawyer</p> <p>--Better Business Bureau</p> <p>--Legal aid agencies</p> <p>--Small claims court</p> <p>--Chamber of Commerce</p> <p>--Merchants Assns.</p>	<p>(T) Invite a representative from the District Attorney's Office or a lawyer to discuss with class personal knowledge of frauds and how victims can receive help when they are subject to a fraud</p> <p>(T) Show film</p> <p>(T) Invite a representative from the Better Business Bureau or other agency to discuss the services that agency performs</p> <p>(T) Plan a field trip to the small claims court</p> <p>(S) Develop specific case problems and questions to be asked of these sources</p>	<p>F-17</p> <p>HR-3, 12, 25</p>	<p>Quiz</p> <p>Group discussion</p> <p>Case problem and solution</p>

## TOPIC: A. Elements of the Free Enterprise System

OBJECTIVE: To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. ANALYZE THE LIMITED RESOURCES IN RELATION TO THE INDIVIDUAL'S NEEDS AND WANTS</p> <p>--Limited resources</p> <p>individual education background skill levels financial reimbursement physical ability cost of living</p> <p>--Unlimited needs and wants</p> <p>housing clothing food recreation other</p>	<p>(T/S) Discuss how people meet their needs and wants. Have students cite an item they need or want, and show how they will satisfy this need or want.</p>	<p>BP-11, 94 F-7, 47, 50</p>	<p>Group discussion Case studies Worksheets Role-playing</p>

UNIT VII. Free Enterprise System

TOPIC A. Elements of the Free Enterprise System

OBJECTIVE: To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. GENERALIZE THE MAJOR FUNCTIONS PERFORMED IN EACH ECONOMIC LEVEL</p> <p>--Production</p> <p>--Distribution</p> <p>--Consumption</p>	<p>(T) Take an item and trace it through production, distribution, and consumption</p>	<p>BP-3, 5, 11, 50</p> <p>F-4, 15, 36, 41</p>	<p>Worksheet</p> <p>Group discussion</p>

## VII. Free Enterprise System

TOPIC: A. Elements of the Free Enterprise System

OBJECTIVE: To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. IDENTIFY TYPES OF ECONOMIC SYSTEMS</p> <p>--Free enterprise</p> <p>--Socialism</p> <p>--Communism</p>	<p>(T/S) Make a chart comparing the function of the free enterprise system with the other systems</p> <p>(T) Point out major differences in how the functions are performed</p> <p>(T) Report on the economic system of a certain country, for example, Sweden-socialism or U.S.-free enterprise</p> <p>(T) Prepare a report on availability of consumer goods in different systems</p>	<p>BP-11, 94, 113</p> <p>F-4</p>	<p>Group discussion</p> <p>Charts</p> <p>Reports</p>

TOPIC: A. Elements of the Free Enterprise System

OBJECTIVE: To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4.3. DESCRIBE THE CHARACTERISTICS OF THE FREE ENTERPRISE SYSTEM</p> <p>--Profit-making motive</p> <p>--Private ownership</p> <p>--Economic freedom</p> <p>workers</p> <p>businessmen</p> <p>--Competition - free and open markets</p> <p>supply and demand</p> <p>price</p> <p>markets: stock, farmers' food, financial, etc.</p>	<p>(S) Present and discuss characteristics of a free economy</p> <p>(T/S) Discuss the effect of removing the profit motive or any other characteristic from our system</p> <p>(T/S) Discuss how competitive the American economy is</p> <p>(T/S) Discuss how competition affects the individual</p> <p>(T) Show films and filmstrips</p> <p>(T/S) Discuss the role of the worker and businessperson in our economy</p> <p>(S) Prepare a report comparing prices of consumer goods in various systems</p> <p>(S) Use amount of working time to compare</p> <p>(T) Have class discuss how supply and demand influences price</p> <p>(S) Define the elements of a market</p>	<p>BP-3, 5</p> <p>F-4, 27</p>	<p>Group discussion</p> <p>Worksheets</p> <p>Visitation</p> <p>Cassette recording</p>

UNIT. VII. Free Enterprise System

TOPIC: A. Elements of the Free Enterprise System

OBJECTIVE: To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
4.b. (continued)	<p>(S) Have reports on the different kinds of markets (stock market, etc.)</p> <p>(T/S) Visit some markets (farmers' market, etc.)</p> <p>(T) Invite speakers from different markets, such as a stock broker</p> <p>(T) Show films and filmstrips</p>		

## UNIT VII. Free Enterprise System

## TOPIC: A. Elements of the Free Enterprise System

OBJECTIVE: To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>5. OUTLINE THE CIRCULAR FLOW OF HOW OUR ECONOMY OPERATES</p> <p>--Business cycles (interdependence of)</p> <p>consumer business government roles</p> <p>--Real cost principle (choices must be made due to the limited resources on government and individual levels)</p>	<p>(T) Illustrate flow of economy using a circular chart pointing out following roles: consumer, business, government</p> <p>(S) Discuss and stress the interdependence of all facets of our economy</p> <p>(T) Show how inflation and depression affect the operation of the economy</p>	<p>BP-11, 94, 108</p>	<p>Worksheet</p> <p>Group discussion</p> <p>Charts</p>

## UNIT. VII. Free Enterprise System

TOPIC: A. Elements of the Free Enterprise System

OBJECTIVE: To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>6. DEMONSTRATE HOW GOV'T AFFECTS OUR FREE ENTERPRISE SYSTEM</p> <p>--As a consumer</p> <p>--As a controlling force</p>	<p>(T/S) Discuss how government affects economy. Consider:</p> <ol style="list-style-type: none"><li>1. Surplus of crops</li><li>2. Taxation</li><li>3. Legislation</li><li>4. Agencies</li><li>5. Soil banks and allotments, subsidies.</li></ol> <p>(T) Invite a county agent to discuss any of above points</p> <p>(T/S) Visit a storehouse or warehouse of surplus crops</p> <p>(S) Make bulletin board display showing distribution of surplus crops</p>	<p>BP-11, 35, 48, 75</p> <p>HR-8, 18</p>	<p>Discussion</p> <p>Visitation</p> <p>Role playing</p> <p>Poster</p> <p>Essay question</p>



# Unit: VII. Free Enterprise System

## Topic: A. Elements of the Free Enterprise System

OBJECTIVE: To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>7. DEMONSTRATE AN UNDERSTANDING OF THE ROLE OF MONEY IN OUR ECONOMY</p> <p>--Medium of exchange</p> <p>--Storehouse of value or wealth</p> <p>---Measure of value</p>	<p>(T/S) Have students exchange some items - pretend there is no money</p> <p>(S) List the various uses of money in machines such as vending and toll machines</p>	<p>BP-11, 35, 78</p> <p>F-36</p>	<p>Role-playing</p> <p>Group discussion</p> <p>Peer evaluation</p> <p>Value judgement</p>

## UNIT: VII. Free Enterprise System

## TOPIC: A. Elements of Free Enterprise System

**OBJECTIVE:** To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>8.a.ANALYZE AND EXPLAIN THE ECONOMIC FUNCTIONS IN OUR ECONOMY</p> <p>--Production</p> <p>control of production factors: by individuals by the profit-making motive</p> <p>factors of production: land labor capital enterprise</p> <p>organization of factors of production brought together under one management - resulting in business unit or firm</p> <p>forms of ownership: sole proprietorship partnership corporation cooperative government enterprise</p>	<p>(T/S) Discuss role of production in the economy. Stress worker, manager, machines, and entrepreneur.</p> <p>(T/S) Discuss profit motivation in our economy</p> <p>(S) Choose an animal or fowl (cow or chicken) and make a list of cost of production in order to arrive at a price for product that would reflect a profit</p> <p>(S) Follow stock market in paper - give an imaginary \$3000 to student. Choose any 3 stocks and follow the stock for the remainder of the year. Student may buy and sell. Keep a record of stock week by week along with a notebook of financial news pertaining to stock. Culminate with graphs.</p> <p>(S) Organize a partnership, including the writing of articles of copartnership</p> <p>(S) Show, using a chart, how management puts together the factors of production to make a product</p>	<p>BP-11, 62 HR-18</p>	<p>Group discussion Worksheet Charts Case study Visitation Reports Written test Notebook</p>

TOPIC: A. Elements of the Free Enterprise System

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COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>8.b. (continued)</p> <p>--Distribution</p> <p>definition - distribution is the movement of goods and services from the producer to the ultimate consumer</p> <p>functions in distribution:</p> <p>selling</p> <p>buying</p> <p>standardizing and grading</p> <p>financing</p> <p>transporting</p> <p>storing</p> <p>risk-bearing</p> <p>selling to consumer</p> <p>these functions are performed by 3 classes of intermediaries:</p> <p>merchants - buy and sell goods to which they have title:</p> <p>wholesalers - buy in large quantities and resell in smaller quantities for resale</p> <p>retailers - sell directly to customers</p> <p>agents - buy and sell for others</p> <p>miscellaneous marketing agencies:</p> <p>banks</p> <p>advertising agencies</p> <p>railroad and trucking</p> <p>insurance companies</p>	<p>(S) Visit local business - find out the following:</p> <ol style="list-style-type: none"> <li>1. sources of supply</li> <li>2. pricing method</li> <li>3. transportation</li> <li>4. management arrangement - chart</li> <li>5. sources of capital</li> <li>6. customer credit</li> <li>7. type of ownership</li> <li>8. advertising policy</li> <li>9. customer policy</li> <li>10. type of product</li> </ol> <p>(S) Make a list of daily decisions management must make in order to keep business running properly</p> <p>(S) Compare a self-service operation to one that is not self-service</p> <p>(T) Trace goods from production through consumption</p> <p>(S) List new products of the last ten years and their effect on consumers and workers</p> <p>(T) Trace the channels of distribution of several products</p>		

## UNIT: VII. Free Enterprise System

## TOPIC: A. Elements of the Free Enterprise System

**OBJECTIVE:** To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
8.c. (continued)  organized commodity exchange - this is a place where the mem- bers may meet to buy and sell items such as wheat and cotton  ---Consumption  definition - the use of goods and services by the ultimate consumer types of consumers: individuals business firms government institutions	(T/S) Discuss whether functions of inter- mediate agents can be discarded to reduce costs  (S) Make a list of the functions of a wholesaler and a retailer  (S) Do a report on the packaging industry and how it affects sales  (S) Investigate the effect that ancillary functions in marketing influence price  (S) Write an essay on the following topics:  1. "Can salespersons be eliminated?" 2. "If discount merchants can sell at reduced prices, how can other businesses survive when they must charge higher prices?"  (T/S) Discuss:  1. How consumption is the key to our economy 2. List items consumed by you/your family during the last week		

UNIT: VII. Free Enterprise System

TOPIC: A. Elements of the Free Enterprise System

OBJECTIVE: To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
8.d. (continued)	<p>3. Make a list of items consumed in a school on a given day</p> <p>4. List the services consumed by a given business</p> <p>(S) Do a report on problems created by overabundance of consumer products (examples are pollution, garbage, disposal, etc.)</p> <p>(S) Make a report on the "importance of the government in consuming the goods and services produced in the U.S."</p> <p>(S) Show how consumer decisions affect supply and demand of a product</p> <p>(T) Discuss "The Consumer is King"</p> <p>(T) Show related films and filmstrips</p>		

## UNIT: VII. Free Enterprise System

## TOPIC: A. Elements of the Free Enterprise System

**OBJECTIVE:** To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>9.a. COMPARE THE CHARACTERISTICS OF DIFFERENT ECONOMIC SYSTEMS</p> <p>--Capitalism - characteristics:</p> <p>freedom of individuals to own property  freedom of enterprise - the right to go into business for self; leads to competition  freedom of contract - individuals are free to enter contracts as long as the purpose is not to injure others  profit motivates production  some government regulations exist in capitalism (not purely laissez-faire)  free and open markets exist based on the idea that the <u>people</u> and not the government should decide what is to be produced and how it is to be produced</p> <p>--Socialism - characteristics:</p> <p>collective ownership (by the government) of land, capital, and any other material means of production  production for use is the incentive for production rather than production for profit</p>	<p>(T/S) Discuss characteristics of capitalism. Equate characteristics with political philosophy.</p> <p>(S) Discuss a type of business they would enter if they had the opportunity. Point out the reasons for choice.</p> <p>(T) Discuss elements of a contract. Have students obtain news items pertaining to contract disputes.</p> <p>(T/S) Make a list of some government regulations of business - e.g., licensing</p> <p>(T/S) Discuss the various markets</p> <p>(T/S) Discuss characteristics. Make list to compare capitalism with socialism.</p> <p>(S) Report on the government of Sweden</p> <p>(T/S) Debate: "That wage and price controls are necessary to control inflation"</p>	BP-11, 62, 113	<p>Group discussion</p> <p>Oral reports</p> <p>Debating</p> <p>Peer evaluation</p> <p>Case study</p> <p>Visitation</p> <p>Notebook</p> <p>Written test</p> <p>Worksheets</p> <p>Charts</p>

A. Elements of the Free Enterprise System

OBJECTIVE: To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>9.b. (continued)</p> <p>government is to be the producer and seller of goods  government fixes prices  all who are able to work must work or go without income  those unable to work are to be provided for by the state  planning boards are established to determine what is to be produced and where. People must abide by the plan.  socialism is to be brought about by democratic means  countries under this system vary among themselves - for example, Great Britain, Russia, and China</p> <p>--Communism - characteristics  similar to socialism in these basic ideas:  collective ownership of production elements  production incentive based on <u>use</u> rather than profit  cooperative (planned) rather than competitive efforts  criticism of system is not permitted</p>	<p>(S) Have panels give reports on Great Britain, Russia, and China</p> <p>(S) List similarities and differences</p> <p>(T/S) Discuss Communism as an economic system</p> <p>(S) Make a vocabulary list of the different terms of the economic systems</p> <p>(T/S) Quiz students on the differences and similarities of the economic systems</p> <p>(S) Make a notebook on the different economic systems</p>		

# VII. Free Enterprise System

TOPIC: A. Elements of the Free Enterprise System

OBJECTIVE: To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>9.c. (continued)</p> <p>different from socialism in these respects:</p> <p>Communism brought about by revolution (force)</p> <p>religion is opposed</p> <p>dictatorship supposedly to rule in the interests of the people</p> <p>differs mainly in <u>degree</u></p> <p>1000</p> <p>--Comparison of socialism and capitalism</p> <p>socialist charges against capitalism:</p> <p>private ownership results in large differences in wealth and income</p> <p>the wrong goods and services might be produced due to the profit motive since it is more profit-able to produce luxuries instead of necessities</p> <p>competition is wasteful because it leads to duplication of efforts</p> <p>competition may result in wasteful ways of production and in the depletion of oil, gas, coal, and timber lands</p> <p>competition may result in over-working and underpaying labor</p>	<p>(S) Separate false charges from true charges in the given statements and explain</p> <p>(T/S) Discuss these defense statements and defend or reject each one</p> <p>(S) Set up debating teams pro and con to debate statements</p>		



UNIT: VII. Free Enterprise System

TOPIC: A. Elements of the Free Enterprise System

OBJECTIVE: To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
9.d. (continued)  business cycles are a result of competition. These could be eliminated by production planning all classes do not enjoy equal liberty because those who own wealth determine the laws to be made  the need and wish for raw materials and markets may cause wars  capitalistic defense to socialist charges:  private ownership is an asset. It fosters the following:  hope for wealth is incentive to work  savings of individuals provide capital for production  production of luxuries for the rich often results in introducing a good for all classes, thus serving to increase the standard of living of all people  most of the nation's capital is not used to produce luxuries, but rather, the things most people want and need to buy  competition is the life of trade; in the long run, it results in lower production costs, and in			

## UNIT: VII. Free Enterprise System

## TOPIC: A. Elements of the Free Enterprise System

OBJECTIVE: To develop an understanding of the economic functions performed in the free enterprise system and the comparative characteristics of other economic systems

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>9.e. (continued)</p> <p>the production of a greater variety of goods and services advertising creates more demand; therefore more production results, therefore there is lower cost of production per unit wastes of natural resources is to an extent controlled by the federal government without abolishing private property working conditions are improving and are probably the best in the world</p> <p>our system results in workers being divided into specialized functions. This is cooperative. Owners of land, capital, and labor and enterprisers also cooperate since production in our system needs both labor and capital. our economy does have business cycles - but usually these are followed by greater periods of prosperity</p> <p>under capitalism the individual has a great amount of freedom, but this does not mean that one may do as he pleases</p> <p>capitalism is no more cause for war than is the economic system of socialism</p>			

## TOPIC: B. Internal Business Structure

OBJECTIVE: To analyze worker, supervisory, and managerial levels in a business organization structure

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. ANALYZE THE CHAIN OF COMMAND OF A BUSINESS ORGANIZATION AND EXPLAIN FUNCTIONS AND RESPONSIBILITIES AT EACH LEVEL</p> <p>--Employee</p> <p>--Supervisory</p> <p>--Managerial</p>	<p>(S) Review organizational structure using resource materials</p> <p>(T/S) Chart business chain of command on poster board</p> <p>(T) Invite local large business manager to review and discuss chart with class</p> <p>(S) Select, visit, and prepare written report on organization of local business concern</p>	<p>BP-2, 28</p> <p>F-7</p> <p>HR-7</p>	<p>Group discussion</p> <p>Charts</p> <p>Visitation</p> <p>Reports</p>

## Unit VII. Free Enterprise System

## TOPIC: B. Internal Business Structure

OBJECTIVE: To analyze worker, supervisory, and managerial levels in a business organization structure

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. IDENTIFY THE TRAINEE'S ENTRY-LEVEL POSITION IN RELATION TO THE ORGANIZATIONAL STRUCTURE</p> <p>--Trainee</p> <p>---Employee</p> <p>---Supervisor(s)</p> <p>---Manager(s)</p>	<p>(T) Break class into small groups and re-search level positions</p> <p>(S) Organize panel discussions by groups</p> <p>(S) Identify immediate first line of supervision in their placement plan</p>	<p>BP-28, 84, 101</p> <p>F-7, 33, 46, 57, 55</p>	<p>Case studies</p> <p>Group discussion</p> <p>Rating sheets</p> <p>Role-playing</p>

OBJECTIVE: To gain a working knowledge of labor organizations and the importance of labor, management, and government in the operation of American business

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. DEVELOP AN AWARENESS OF THE FACTORS THAT BROUGHT ABOUT THE FORMATION OF LABOR ORGANIZATION</p> <p>--Working conditions</p> <p>--Wages</p> <p>--Working hours</p> <p>--Group strength and influence</p> <p>--Master/slave concept</p>	<p>(T) Invite union business agent to discuss with class reasons, past and present, for unionization</p> <p>(T) Show film on early labor movement</p>	<p>BP-9, 63, 65, 67, 118, 128</p> <p>F-7, 36</p> <p>HR-39</p>	<p>Group discussion</p> <p>Questionnaire</p> <p>Worksheets</p> <p>Reports</p>

## UNIT: VII. Free Enterprise System

## TOPIC: C. Labor and Management

OBJECTIVE: To gain a working knowledge of labor organizations and the importance of labor, management, and government in the operation of American business

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. DEVELOP AN UNDERSTANDING OF THE HISTORY AND GROWTH OF LABOR ORGANIZATIONS</p> <p>--Skilled laborer apprentice programs</p> <p>--Craft guilds</p> <p>--Mass production and labor groups</p> <p>--Labor and management conflicts:</p> <p>SCABS</p> <p>black lists</p> <p>lock outs</p> <p>yellow dog contracts</p> <p>--Government regulations:</p> <p>Sherman Act - 1890</p> <p>Clayton Act - 1914</p> <p>Taft-Hartley Act - 1947</p> <p>National Labor Relations Board</p>	<p>(T) Invite union business agent</p> <p>(T) Show film on early labor movement</p> <p>(S) Prepare written reports</p>	<p>BP-6, 9, 65, 68, 118</p> <p>F-3</p> <p>HR-39</p>	<p>Group discussion</p> <p>Questionnaire</p> <p>Worksheets</p> <p>Reports</p>

TOPIC: C. Labor and Management

OBJECTIVE: To gain a working knowledge of labor organizations and the importance of labor, management, and government in the operation of American business

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3.a. UNDERSTAND THE STRUCTURE AND FUNCTION OF UNION ORGANIZATIONS</p> <p>--Who belongs to unions:</p> <p>unskilled laborers skilled laborers semiskilled laborers professional workers: doctors lawyers teachers</p> <p>--Types of unions:</p> <p>Teamsters: truck drivers mechanics jobs relating to trucking industry</p> <p>AFL-CIO United Steel Workers United Mine Workers American Medical Association NEA-PSEA-AFT Many others, too numerous to mention</p> <p>--Types of union shops:</p> <p>open shop closed shop union shop</p>	<p>(S) Check with parents/relatives for information and opinions about unions</p> <p>(T) Use local union speakers</p> <p>(T) Show films</p> <p>(S) Check what the union representing student's field of interest has done to improve the role of the worker</p> <p>(T) Give students written test</p>	<p>BP-9, 63, 65, 118 HR-40</p>	<p>Questionnaire Worksheet Visitation Case study Observation</p>

## UNIT: VII. Free Enterprise System

TOPIC: C. Labor and Management

OBJECTIVE: To gain a working knowledge of labor organizations and the importance of labor, management, and government in the operation of American business

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
3.b. (continued)  ---Common union terms that a young worker should understand  mediation board collective bargaining grievance shop steward seniority strike: general, sympathy, sit-down, or slowdown  ---What is expected of a union member:  initiation fee dues contribution to strike fund attend meetings be an active member be loyal to the union and fellow union members have a working knowledge of what is happening in the union if one is joint to be a member of an organization, be an active member			



TOPIC: C. Labor and Management

OBJECTIVE: To gain a working knowledge of labor organizations and the importance of labor, management, and government in the operation of American business

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4.a. UNDERSTAND THE ECONOMIC PRESSURES OF A PRODUCTION SLOWDOWN CAUSED BY LABOR OR MANAGEMENT</p> <p>---Labor slowdown - an economic tool</p> <p>general strike jurisdictional strike sit-down strike sympathy strike picketing boycotting</p> <p>---Management slowdown - an economic tool</p> <p>shorter employee working hours layoffs - temporary or permanent cutback by attrition production cutback complete plant closure - temporary or permanent forced vacation worker area transfers</p>	<p>(T) Lecture and discuss terms</p> <p>(T) Show films</p> <p>(T/S) Discuss reasons for labor and management shutdowns</p> <p>(S) Present individual case studies of the effects of economic slowdowns</p> <p>(S) Project a slowdown or layoff on student budget</p>	<p>BP-9, 65, 93</p> <p>F-19, 36, 46, 48, 67</p>	<p>Discussion</p> <p>Case studies</p> <p>Role-playing</p> <p>Charts</p>

UNIT: VII. Free Enterprise System

TOPIC: C. Labor and Management

OBJECTIVE: To gain a working knowledge of labor organizations and the importance of labor, management, and government in the operation of American business

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
4.b. (continued)  --The effects of an economic/production slowdown  self family community government general economy business and industry management			

TOPIC: C. Labor and Management

OBJECTIVE: To gain a working knowledge of labor organizations and the importance of labor, management, and government in the operation of American business

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>5. RECOGNIZE AND IDENTIFY LOCAL, STATE, AND FEDERAL REGULATIONS AFFECTING EMPLOYMENT</p> <p>--Business and industry employment policies:</p> <p>union dictated management</p> <p>--School work release policies</p> <p>--Local, regional building codes:</p> <p>electrical plumbing construction</p> <p>--State Senate Bill 240</p> <p>--Child Labor Laws (state and federal)</p> <p>--Government funded contracts</p> <p>--FLSA of 1938</p> <p>--Occupational Safety Health Act of 1972</p>	<p>(T) Divide class into teams</p> <p>(T) Assign content areas to research</p> <p>(S) Research given topic</p> <p>(S) Present topic material to class by teams</p> <p>(T) Invite local building code inspector</p> <p>(T/S) Discuss regulations</p> <p>(T) Show films</p>	<p>BP-9, 36, 40, 50b, 50d, 51, 65, 66 93</p> <p>HR-4</p>	<p>Reports</p> <p>Rating sheet</p> <p>Group discussion</p>

## VIII. Individual Development

## TOPIC: A. Decision Making and Problem Solving

OBJECTIVE: To analyze the decision-making processes and problem-solving techniques

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. IDENTIFY A NEED</p> <p>---Students' evaluations of their own decision-making processes</p> <p>---Students' evaluations of their own problem-solving processes</p> <p>---Identify and select alternative solutions</p>	<p>(T/S) Brainstorm see how students arrive at decisions. Do they identify the problem, causes of the problem, alternative solutions, possible outcomes, relative benefits of alternative solutions sources of help in making decisions and in solving problems?</p> <p>(T) Show film</p> <p>(S) Use case study examples from their own Cooperative Vocational Education experiences and other examples of on-the-job programs to explore alternatives and arrive at decisions</p>	<p>BP-52, 110</p> <p>FS-21</p>	<p>Discussion of case studies</p> <p>Individual evaluation</p>

UNIT. VIII. Individual Development

TOPIC: A. Decision Making and Problem Solving

OBJECTIVE: To analyze the decision-making processes and problem-solving techniques

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. DEMONSTRATE DECISION MAKING AND PROBLEM SOLVING</p> <p>---Developing work-related problems</p> <p>acceptance hazing transportation school time absence supervision coworkers fatigue social life opposite sex personal appearance trade secrets</p>	<p>(T/S) Divide class, based on topics of problems and role play situations. Students will simulate job problems.</p> <p>(T) Show film</p> <p>(T) Show filmstrip</p>	<p>BP-110</p> <p>F-45</p> <p>FS-26</p>	<p>Group discussion on simulations</p>

## VIII. Individual Development

TOPIC: B. Developing a Self-Concept

OBJECTIVE: The student will recognize the factors involved in developing "self-concept"

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will: 1. ANALYZE INTERESTS --Outdoor --Mechanical --Computational --Scientific --Persuasive --Artistic --Literary --Musical --Social service --Clerical	(T) Discuss the ten interest areas (S) Complete an interest profile chart	BP-70, 110 OR-5	Group discussion Chart Interest rating

UNIT: VIII. Individual Development

TOPIC: B. Developing a Self-Concept

OBJECTIVE: The student will recognize the factors involved in developing "self-concept"

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. ANALYZE APTITUDES</p> <p>--General</p> <p>--Verbal</p> <p>--Numerical</p> <p>--Spatial</p> <p>--Clerical</p> <p>--Motor coordination</p> <p>--Finger dexterity</p> <p>--Manual dexterity</p>	<p>(T) Discuss the eight areas of aptitude</p> <p>(S) Complete an aptitude profile chart</p> <p>(T) Play tapes (B.E.S. - administration of GATB)</p>	<p>BP-110</p> <p>OR-2</p> <p>VT-3, 8</p>	<p>Group discussion</p> <p>Chart</p>

## VIII. Individual Development

## TOPIC: B. Developing a Self-Concept

OBJECTIVE: The student will recognize the factors involved in developing "self-concept"

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. DEVELOP AND APPRAISE HIS/HER INDIVIDUAL ABILITIES</p> <p>--Academic (scholastic)</p> <p>--Physical</p> <p>-----Vocational</p> <p>8 1 5</p> <p>27 40</p>	<p>(T) Lecture on three areas of ability</p> <p>(T/S) Develop a narrative summary statement of strengths and weaknesses in these three areas of ability</p> <p>(T) Show film</p> <p>(T) Play tape</p> <p>(T) Show filmstrips</p>	<p>BP-110, 119, 120</p> <p>F-54</p> <p>FS-5, 11, 12, 17, 18, 19, 20</p> <p>VT-1</p>	<p>Narrative summary</p> <p>Appraisal of individual abilities</p>



UNIT: VIII. Individual Development

TOPIC: B. Developing a Self-Concept

OBJECTIVE: The student will recognize the factors involved in developing "self-concept"

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. RECOGNIZE HIS/HER PERSONALITY CHARACTERISTICS AND VALUES</p> <ul style="list-style-type: none"><li>--Attitude</li><li>--Courtesy</li><li>--Dependability</li><li>--Desire to succeed</li><li>--Enthusiasm</li><li>--Foresight</li><li>--Friendliness</li><li>--Health</li><li>--Honesty</li><li>--Initiative</li><li>--Loyalty</li><li>--Morality</li><li>--Neatness</li><li>--Open-mindedness</li><li>--Personal appearance</li><li>--Punctuality</li><li>--Self-control</li><li>--Sense of humor</li><li>--Tact</li><li>--Use of voice</li></ul>	<p>(S) Invite recent school graduate to lead discussion on the importance of personality and values to job success</p> <p>(S) Complete value appraisal scale</p> <p>(T) Show filmstrip</p> <p>(T) Show film</p>	<p>BP-48, 89, 90, 91, 110</p> <p>F-8</p> <p>FS-1</p> <p>HR-31</p>	<p>Group discussion</p> <p>Appraisal scale</p>

## Unit. VIII. Individual Development

TOPIC: B. Developing a Self-Concept

OBJECTIVE: The student will recognize the factors involved in developing "self-concept"

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>5. RECOGNIZE THE INFLUENCE OF VALUES</p> <p>--Developing friendships</p> <p>--Choosing a job</p> <p>--Managing money</p> <p>--Marriage</p> <p>--Meeting individual responsibilities</p>	<p>(S) Brainstorm in small groups on each of these topics and report back to the class</p>	<p>BP-110</p> <p>OR-10</p>	<p>Group discussion</p>
<p>6. FORMULATE LIFE GOALS</p> <p>--Immediate goals</p> <p>--Intermediate goals</p> <p>--Long-range goals</p>	<p>(T) Read and discuss informational sheet on the benefits of setting goals and planning for their attainment; define immediate, intermediate, and long-range goals</p> <p>(S) Assign a one-paragraph statement of immediate, intermediate, and long-range goals</p>	<p>BP-110</p>	<p>Group discussion</p> <p>Goal sheet</p> <p>Life plan</p>

UNIT: VIII. Individual Development

TOPIC: C. Effective Communications

OBJECTIVE: To understand the importance of communications for individual development

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. OBTAIN, RECEIVE, INTERPRET, AND FOLLOW ORAL AND WRITTEN INSTRUCTIONS</p>	<p>(T) Design presentation to test listening skills and ability to follow instructions</p> <p>(T/S) Give students a set of written instructions to complete a project</p> <p>(T) Show filmstrip</p> <p>(T) Play tapes</p>	<p>BP-110</p> <p>FS-13</p> <p>VT-4, 6</p>	<p>Check listening skills and ability to follow instructions</p> <p>Check finished product</p>
<p>2. DISSEMINATE INSTRUCTIONS EFFECTIVELY</p> <p>--Written</p> <p>--Oral</p>	<p>(S) Pass a sentence from person to person. Each person will read the message and then tell his neighbor. The message should include who, what, when, and where.</p> <p>(S) One student explains a "how-to" situation; first to one another, then to a group, and finally to the entire class. Someone is called upon to repeat the instructions.</p> <p>(T) Play tape and show filmstrip</p>	<p>BP-52, 110, 135</p> <p>FS-3</p> <p>OR-3, 52</p> <p>VT-5</p>	<p>Performance</p> <p>Observation</p>

## VIII. Individual Development

## TOPIC: C. Effective Communications

OBJECTIVE: To understand the importance of communications for individual development

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. DEVELOP RAPPORT WITH OTHERS</p> <p>--Accepting and understanding different points of view</p> <p>--Family</p> <p>--School</p> <p>--Community</p> <p>--Work</p> <p>--Building self-confidence to talk to a group</p>	<p>(T/S) Lead group discussion on different points of view concerning family, school, community, and work</p> <p>(S) Give individual presentations to class on a subject selected by the student</p>	<p>BP-35, 56, 68, 105a, 110</p>	<p>Observation of discussion</p> <p>Individual presentations</p>

TOPIC: C. Effective Communications

OBJECTIVE: To understand the importance of communications for individual development

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>4. DEMONSTRATE ADEQUATE METHODS OF WRITTEN COMMUNICATIONS</p> <p>--Organization</p> <p>--Sequence</p> <p>--Neatness</p> <p>--Accuracy</p>	<p>(S) Prepare brief technical report using outline prepared by teacher</p> <p>(T) Show samples of time sheets, routing slips, work orders, message memos, job sheets</p> <p>(S) Collect samples of forms used in industry</p> <p>(T/S) Prepare bulletin board with samples of forms used in industry</p>	BP-43, 110	<p>Written report</p> <p>Message</p>

UNIT: VIII. Individual Development

TOPIC: D. Developing Individual Leadership

OBJECTIVE: To understand the importance of leadership for individual development, and to identify leadership qualities

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. IDENTIFY LEADERSHIP ABILITIES</p> <p>--Personal qualifications</p> <p>--Expectations and competence</p> <p>--Approaches used:</p> <p>autocratic</p> <p>paternalistic</p> <p>democratic</p>	<p>(T/S) Lead group discussion on personal characteristics of a leader</p> <p>(T) Develop profile on the board to see which characteristics were identified and how often others found the same characteristics</p>	<p>BP-69, 110</p>	<p>Self-evaluation</p> <p>Peer evaluation</p>
<p>2. IMPROVE THEIR LEADERSHIP ABILITIES</p> <p>--Self-confidence</p> <p>--Appearance</p> <p>--Skill development</p> <p>--Group organization</p>	<p>(T) Discuss the traits of a leader</p> <p>(S) Take turns chairing a group which is charged with solving a prepared problem:</p> <p>1. List reactions to leading the group</p> <p>2. Self-critique paragraph indicating strengths and weaknesses</p> <p>(T) Show films</p> <p>(T) Play tape</p>	<p>BP-51, 75, 110</p> <p>F-21, 26</p> <p>VT-7</p>	<p>Lists</p> <p>Critique</p>

# UNIT: VIII. Individual Development

TOPIC: D. Developing Individual Leadership

OBJECTIVE: To understand the importance of leadership for individual development, and to identify leadership qualities

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>3. DEMONSTRATE PRACTICAL APPLICATION</p>	<p>(T) Discuss the traits of a leader</p> <p>(S) Take turns chairing a group which is charged with solving a prepared problem:</p> <ol style="list-style-type: none"> <li>1. List reactions concerning leading the group</li> <li>2. Self-critique paragraph indicating strengths and weaknesses</li> </ol>	BP-52, 110	Demonstration
<p>4. RECOGNIZE ABILITIES IN OTHERS</p> <p>--Personal characteristics and abilities</p> <p>--Using abilities as part of a team</p>	<p>(S) Develop an ability profile on three members of the class</p> <p>(T/S) Discuss how abilities can be transferred to on-the-job situation, in order to work as a team</p> <p>(S) List three or four strengths for each of the members of the class</p> <p>(S) Identify how one ability for each class member could be utilized in a manufacturing industry</p>	BP-7, 110	Discussion on profile

## UNIT: VIII. Individual Development

TOPIC: E. Continuing Education for Personal Growth

OBJECTIVE: To understand the importance of continuing education for individual development, and to recognize the types of continuing education available

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. LIST THE TYPES AND LOCATIONS OF CONTINUING EDUCATION</p> <p>--OJT</p> <p>--Adult evening classes</p> <p>--special interest ADC vocational-technical home study</p>	<p>(T/S) Develop a list of courses offered in the community</p>	BP-110	Discussion on list
<p>2. RECOGNIZE REASONS WHY PEOPLE PURSUE CONTINUED EDUCATION</p> <p>--Job advancement</p> <p>--Automation</p> <p>--Changing technology</p> <p>--Social change</p> <p>--Career development</p> <p>--Career change</p>	<p>(T/S) Brainstorm, using blackboard, and list all the reasons for self-improvement</p> <p>(S) List possible ways of self-improvement through education that would most benefit them</p>	BP-110	Discussion on list



OBJECTIVE: To acquaint students with various leisure time and recreational activities

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>1. RECOGNIZE THE NEED FOR PERSONAL IMPROVEMENT THROUGH LEISURE TIME ACTIVITIES</p> <p>--Social change</p> <p>--R &amp; R</p> <p>--Job advancement</p> <p>--Hobbies</p> <p>--Career change</p> <p>--Physical fitness</p> <p>--Meeting people</p> <p>--Sports</p>	<p>(T/S) Prepare a list of the many leisure activities available in the community by surveying the area - local, county, state</p> <p>(T/S) Classify the leisure time activities according to the ways they enhance personal improvement</p> <p>(T) Contact a local industry personnel manager to speak to class</p> <p>(S) Develop a list of family needs for leisure time activities</p>	<p>BP-19, 96</p> <p>FS-14</p>	<p>Class discussion</p> <p>Reports</p>

UNIT: IX. The Use of Leisure Time

TOPIC: B. Identification, Selection, and Participation in Activities

OBJECTIVE: The students will be able to demonstrate a knowledge of factors influencing their personal choices in leisure time activities

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will:  1. EXAMINE AND DESCRIBE THE FACTORS THAT INFLUENCE OR LIMIT THE SELECTION AND PARTICIPATION IN LEISURE TIME ACTIVITIES  --Finances  --Time  --Values  --Availability  --Physical  --Mental  --Individual  --Family  --Group  --Age  --Safety risk  --Social pressures	(S) Select a leisure time activity and re-search it. Report the factors identified as they pertain to that activity  (T) Contact Tourist and Recreation Bureau and secure a speaker on family participation in leisure time activities  (T) Request a family to demonstrate to the class how they participate in leisure time activities	BP-38, 96  HR-17, 38  OR-6, 8	Oral report  Essay  Role play

## UNIT: IX. Use of Leisure Time

TOPIC: B. Identification, Selection, and Participation in Activities

**OBJECTIVE:** The students will be able to demonstrate a knowledge of factors influencing their personal choices in leisure time activities

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
<p>The student will:</p> <p>2. IDENTIFY THE LEISURE TIME ACTIVITIES AVAILABLE IN THE COMMUNITY</p> <p>--Individual, family, or group:</p> <p>YMCA - YMCA theaters private and public campgrounds private and public clubs public amusement parks playgrounds bowling lanes tennis clubs skating rinks fish, game, and gun clubs baseball field gyms health clubs</p>	<p>(S) Prepare a list of the many leisure time activities available in the community. Divide list into the three categories.</p> <p>(S) Plan a special event for the student's family</p> <p>(S) Schedule a special leisure time activity for the class</p> <p>(T) Contact the Chamber of Commerce for materials on the leisure time activities in the area (agenda, brochures, breakdown of cost, etc.)</p> <p>(T/S) Arrange a field trip to the nearest AAA Club and secure materials for travel</p>	<p>BP-23, 38 HR-1 OR-1, 6</p>	<p>Discussion of lists Report Field trip Plan a vacation day</p>

UNIT: IX. Use of Leisure Time

TOPIC: C. Developing Activities

OBJECTIVE: The student will appreciate the factors involved when developing leisure time activities

COMPETENCIES	LEARNING ACTIVITY	RESOURCE INDEX	EVALUATION METHOD
The student will: 1. KNOW HOW TO PLAN LEISURE TIME ACTIVITIES --Length of work week --Shift work --Wages --Geographic location --Transportation availabilities air rail car etc. --Cost --Travel checks --Trip insurances --Passports --Accommodations --Places to eat --Entertainment	(T) Invite a travel agent to speak to class  (T) Request information from the president of the Chamber of Commerce concerning recreation in the local area  (S) Debates concerning the wise use of leisure time  (S) Plan trips for the family - within state, out of state, out of country	BP-23, 96  HR-6, 17, 41  OR-1	Debate  Peer evaluation  Project  Self-evaluation

## APPENDIX

### RESOURCES

#### A. Books and Other Publications

- |   |   |
|---|---|
| <p>BP-1     <u>Agricultural Shop Safety</u><br/>VOCATIONAL EDUC. MEDIA CENTER<br/>Clemson Univ.<br/>Clemson, S.C. 29631</p> <p>BP-2     <u>The American Worker</u><br/>WESTINGHOUSE LEARNING PRESS<br/>100 Park Ave.<br/>N.Y., N.Y. 10017</p> <p>BP-3     <u>The American Individual</u><br/>ENTERPRISE SYSTEM<br/>McGraw-Hill Book Co., Inc.<br/>New York, N.Y. 10020</p> <p>BP-4     <u>The American Consumer:</u><br/>          <u>Issues and Decisions</u><br/>Jelby and Herrmann (co-authors)<br/>Gregg; McGraw-Hill<br/>New York, N.Y. 10020</p> <p>BP-5     <u>The American Competitive</u><br/>          <u>Enterprise Economy</u><br/>Chamber of Commerce of the U.S.<br/>Washington, D. C.</p> <p>BP-6     <u>As Unions Mature</u><br/>R. A. Lester (author)<br/>Princeton Univ. Press<br/>Princeton, N.J. 08540</p> <p>BP-7     Awareness: Insight into Other<br/>          People (Unit Packet)<br/>Educational and Consumer Relations<br/>J. C. Penney Co., Inc.<br/>1301 Avenue of the Americas<br/>N.Y., N.Y. 10019</p> <p>BP-8     "Blueprint for Tomorrow"<br/>INSTITUTE OF LIFE INSURANCE<br/>Educational Division<br/>488 Madison Ave.<br/>New York 22, N.Y.</p> | <p>BP-9     <u>Brief History of the American</u><br/>          <u>Labor Movement</u><br/>U.S. Dept. of Labor<br/>(Government Document)<br/>Washington, D. C. 20212</p> <p>BP-10    <u>Labor Laws</u><br/>Bureau of Labor and Wage<br/>Dept. of Labor and Industry<br/>Washington, D. C. 20212</p> <p>BP-11    <u>The Business Community: A</u><br/>          <u>Teaching Procedure for Teacher-</u><br/>          <u>Coord. of Coop. Voc. Ed. Programs</u><br/>CENTER FOR CAREER AND VOC.<br/>TEACHER ED.<br/>Western Kentucky Univ.<br/>Bowling Green, Kentucky 42012</p> <p>BP-12    <u>Curriculum-Integrated K-12</u><br/>          <u>Performance Objectives</u><br/>          <u>for Career Ed.</u><br/>Mt. Pleasant, Michigan</p> <p>BP-13    <u>SRA-Career Exploration Kit</u><br/>Science Research Asso., Inc.<br/>Chicago, Illinois 60611</p> <p>BP-14    <u>Child Labor Laws</u><br/>Dept. of Labor and Industry<br/>Washington, D. C. 20212</p> <p>BP-15    <u>Communications and Occupations</u><br/>LEBANON GUIDE FOR CVE<br/>(Available through VEIN as a<br/>Document on microfiche,<br/>PA 05140)</p> <p>BP-16    <u>Cooperative Voc. Ed. in Penna.</u><br/>Penna. Dept. of Ed.<br/>Box 911<br/>Harrisburg, Pa. 17126</p> |
|---|---|

- BP-17 Pa. State Guidelines for  
Coop. Ed.  
Box 911  
Harrisburg, Pa. 17126
- BP-18 Career Education  
Bailey and Stadt (co-authors)  
McKnight Publishing Company  
Bloomington, Ill. 61701
- BP-19 Career Ed. for Leisure Occupations;  
Curriculum Guidelines for  
Recreation; Hospitality and  
Tourism  
Superintendent of Documents  
Washington, D. C. 20402
- BP-20 Career Exploration and Planning  
(Book and Workbook)  
Bruce E. Shertzer (author)  
Houghton Mifflin Co.  
Hopewell, N.J. 08525
- BP-21 Career World  
Kennedy (author)  
Bernard Berkin  
Highwood, Ill. 60040
- BP-22 Civil Service Tests for Typists  
Mulkerne Andrews (author)  
GREGG DIVISION  
McGraw-Hill Book Co.  
2121 Avenue of the Americas  
N.Y., N.Y. 10020
- BP-23 "Community Recreation"  
Brightbill and Mayer (co-authors)  
Prentice-Hall, Inc.  
Englewood Cliffs, N.J. 07632
- BP-24 Consumer Buying for Better Living  
Fritzsimmmons (author)  
John Wiley and Sons  
New York, N.Y.
- BP-25 Consumer Decision Making  
Warmke, Wyllie, Sellers (co-authors)  
South Western Publishing Co.  
Cincinnati, Ohio 45227
- BP-26 Consumer Economic Problems  
South Western Publishing Co.  
Cincinnati, Ohio 45227
- BP-27 Consumer Economics: Principles  
and Problems  
Wilhelms and Heimerl (co-authors)  
McGraw-Hill Book Co.  
N.Y., N.Y. 10020
- BP-28 Cooperative Education,  
General Related Inst. Units  
Arizona Dept. of Voc. Ed.  
Trade and Industrial Education  
1333 W. Camelback Rd., Suite 207  
Phoenix, Arizona 85013
- BP-29 Cooperative Occupational Experience  
Maison and Haines (co-authors)  
Interstate Printers and Publisher  
Danville, Ill. 61832
- BP-30 Cooperative Voc. Ed., State of  
Indiana  
Dept. of Public Instruction  
Division of Voc. Ed.  
Indianapolis, Ind. 46204
- BP-31 Cooperative Vocational Ed. in  
America 1906-1971  
VEIN  
Vocational Education Information  
Network  
Stayer Research and Learning Center  
Millersville State College  
Millersville, Pa. 17551
- BP-32 "Decade of Decision"  
Jerome B. Cohen (author)  
Educational Division  
Institute of Life Insurance  
227 Park Avenue  
New York, N.Y. 10017
- BP-33 Dictionary of Occupational Titles  
U.S. Government Printing Office  
Washington, D. C. 20402
- BP-34 Diversified Occupations:  
The Bridge Between the  
Academic and Reality  
John L. Bond (author)  
Oregon State Dept. of Ed.  
Eugene, Oregon 97310

- BP-35 "Economics and the Individual"  
Dunn and Bradstreet, Inc.  
1290 Avenue of the Americas  
New York, N.Y. 10019
- BP-36 Fair Labor Standards Act of 1938  
As Amended  
Superintendent of Documents  
U.S. Government Printing Office  
Washington, D. C. 20402
- BP-37 Family Financial Mgt.  
Finch Roman (author)  
South-Western Publishing Co.  
Cincinnati, Ohio 45227
- BP-38 "Family Living Curriculum Guide  
for Consumer Homemaking  
Education  
CURRICULUM DEVELOPMENT CENTER  
151 Taylor Education Building  
University of Kentucky  
Lexington, Kentucky 40506
- BP-39 Fashions and Fabrics  
Ruthbone (author)  
Houghton Mifflin Co.  
Boston, Mass. 02107
- BP-40 Federal Labor Laws and Programs  
U.S. Labor Dept.  
DIVISION OF EMPLOYMENT STD'S  
Superintendent of Documents  
U.S. Printing Office  
Washington, D. C. 20402
- BP-41 Federal Labor Laws and Programs  
U.S. Labor Dept.  
DIVISION OF EMPLOYMENT STD'S  
Superintendent of Documents  
U.S. Printing Office  
Washington, D. C. 20402
- BP-42 Fifteen Steps Up the Ladder  
National Research Bureau, Inc.  
Chicago, Ill.
- BP-43 Finding Facts Fast  
Morrow and Company  
105 Madison Ave.  
N.Y., N.Y. 10016
- BP-44 First Aid Textbook-  
American Red Cross  
Doubleday and Co., Inc.  
Garden City, N.Y. 11530
- BP-45 An Introduction to Value  
Classification (Unit Packet)  
EDUCATIONAL AND CONSUMER RELATIONS  
J. C. Penney Co., Inc.  
N.Y., N.Y. 10019
- BP-46 Getting Along with Others  
Skacter (author)  
SCIENCE RESEARCH ASSOC.  
259 E. Erie Street  
Chicago, Ill. 60611
- BP-47 "Getting Ready for Pay Day"  
Frank E. Richards  
Publishing Co., Inc.  
324 First Street  
Liverpool, N.Y. 13088
- BP-48 Gordon Personality Inventory  
Gordon Personality Profile  
Mental Measurement Yearbook  
Oscar Kriesen Buros  
Highland Park, N.J.
- BP-49 Government and You, Occupational  
Work Experience  
Trade and Industrial Ed. Services  
Division of Voc. Ed.  
State Dept. of Ed.  
Columbus, Ohio 43210
- BP-50 Guide to Budgeting-for the Family  
Nelson Doubleday, Inc.  
Garden City, N.Y. 10000
- BP-50a Guide to Life Insurance  
"Consumer Report"  
(January and February, 1974)
- BP-50b A Guide to the Child Labor  
Provisions of the Fair  
Labor Standards Act  
U.S. Dept. of Labor  
Washington, D. C. 20212
- BP-50c Growth of American Industry  
Educational Department  
National Associations of Manuf-  
277 Park Avenue  
N.Y., N.Y. 10017

- BP-50d Hand Guide to the Walsh-Healey Public Contracts Act  
U.S. Dept. of Labor  
Washington, D. C. 20212
- BP-51 Hazardous Occupation Orders #1-17  
U.S. Dept. of Labor  
Washington, D. C. 20402
- BP-52 Human Relations  
Center for Career and Vocational Educ.  
Western Kentucky Univ.  
Bowling Green, Ky. 42012
- BP-52a Human Relations  
Dade County Public Schools  
Miami, Florida  
(ED 067 344)
- BP-52b Human Relations in Marketing  
Harry Smith (Dir.)  
State Dept. of Ed.  
P.O. Box 6-Q  
Richmond, Va. 23216
- BP-52c Human Relations Training-  
Leader's Manual  
Elsom, Sykes, Fairbrother,  
and Richert (co-authors)  
FEDERAL SECURITY AGENCY  
U.S. Office of Ed..  
Voc. Div.  
Business Ed. Service  
Washington, D. C. 20402
- BP-52d Human Relations Series  
American Technical Society  
Chicago, Ill. 60637
- BP-53 "I Want a Job"  
Frank E. Richards  
Publishing Co., Inc.  
324 First Street  
Liverpool, N.Y. 13088
- BP-54 IDEC  
Individualized Distributive Ed.  
Competency-Based Curriculum  
VEIN  
Stayer Research & Learning Center  
Millersville State College  
Millersville, PA 17551
- BP-55 Industrial Safety Education  
for Small Industries  
Mr. Clifford Zenor (Voc. Educ.  
Consultant)  
Wis., Bd. of Voc., Tech., and  
Adult Ed.  
4802 Sheboygan Ave.  
Madison, Wis. 53702
- BP-56 "Invest in Yourself, Your  
Speaking Voice and Personal  
Mannerisms"  
(Special Circular)  
P.S.U.  
University Park, Pa. 16802
- BP-57 Its' Up to You  
Andrews (author)  
Gregg Division  
McGraw-Hill Book Co.  
1221 Avenue of the Americas  
N.Y., N.Y. 10020
- BP-58 Job Orientation  
Moon (author)  
Milady Publishing Company  
3839 White Plains Road  
Bronx, N.Y. 10467
- BP-59 The Jobs You Get  
(Turner-Livingston Reading Series)  
Follett Pub. Co.  
1018 W. Washington Blvd.  
Chicago, Illinois 60607
- BP-60 The Job You Want  
(Opportunity Knocks Series)  
Gregg Division  
McGraw-Hill Pub. Co.  
1221 Avenue of Americas  
N.Y., N.Y. 10020
- BP-61 Keeping That Job  
Dare and Wolfe (co-authors)  
Follett Publishing Co.  
1010 W. Washington  
Chicago, Ill 60607
- BP-62 Applied Economics  
Kennedy (author)  
Olsen and Dodd  
Highwood, Ill. 60040



- BP-63 Succeeding in the World of Work  
Kimberly and Vineyard (co-authors)  
McKnight Publ. Co.  
Bloomington, Ill. 61701
- BP-64 Know Your Merchandise  
John Wiley and Sons  
Wingate, Gillespie and Addison  
New York 10016
- BP-65 Labor Economics  
Paul Sultan (author)  
Holt, Rinehart, & Winston  
New York, N.Y. 10017
- BP-66 Labor Laws, Occupational  
Work Experience  
Trade and Industrial Ed. Services  
Division of Voc. Ed.  
State Dept. of Ed.  
Columbus, Ohio 43210
- BP-67 Labor Unions, Occupational  
Work Experience  
Trade and Industrial Ed.  
Services  
Division of Voc. Ed.  
State Dept. of Ed.  
Columbus, Ohio 43210
- BP-68 Managing People at Work  
Beach (author)  
Lancaster Vo-Tech Library  
Lancaster, Pa. 17584
- BP-69 Leadership Pamphlet  
NATIONAL ASSOC. STUDENT  
COUNCILS  
Addison-Wesley  
Marlo Park, Calif.
- BP-70 Leisure and the Quality of Life,  
a New Ethnic for the 70's  
and Beyond  
Stoley and Mitler (editors)  
NATIONAL EDUCATION ASSO.  
1201 Sixteenth St.  
Washington, D. C. 20036
- BP-71 "Local Newspaper"
- BP-72 Yellow Pages  
Local Phone Directory
- BP-73 "Making the Most of Your  
Job Interview"  
New York Life Insurance Co.
- BP-74 Management for Better Living  
Starr (author)  
D. C. Heath & Co.  
Lexington, Mass. 02173
- BP-75 "Manual for Self-Development  
Workshop"  
CENTER FOR CREATIVE LEADERSHIP  
5000 Laarinda Drive  
Greensboro, N.C. 27410
- BP-76 "Mass Leisure"  
Larrabee and Myerson (co-authors)  
McMillan Co.  
New York, N.Y. 10022
- BP-77 A Message to Young Workers  
About the Fair Labor  
Standards Act  
U.S. Dept. of Labor  
U.S. Printing Office  
Washington, D. C. 20402
- BP-78 Monetary Policy: Is the Money  
Supply all that Matters?  
Clay J. Anderson (author)  
Federal Reserve Bank of Philadelphia  
Philadelphia, Pa 19101
- BP-79 Occupational Awareness  
E. H. Fillmore (author)  
P.O. Box 5098  
L.A., Calif. 90055
- BP-80 Occupational Essentials-Skills  
and Attitudes for Employment  
Richter (author)  
Johnson Press, Inc.  
P.O. Box 4156  
1800 Broadway  
Rockford, Ill 61110
- BP-81 Occupational Relations-  
a Student Manual  
College of Education  
University of Minnesota  
Minneapolis, Minn. 55455

170

- BP-82 Occupational Relations  
THE DISTRIBUTIVE AND  
BUSINESS EDUC. SERVICE  
Vocational Director  
Minnesota State Dept. of Ed.  
St. Paul, Minn. 55101
- BP-83 Occupational Safety  
L. T. Rankin (materials  
specialist)  
Curriculum Development Center  
Taylor Educ. Bldg., Rm. 151  
University of Kentucky  
Lexington, Kentucky 40506
- BP-84 Orientation to Business,  
Marketing and Management  
Occupations  
Illinois Div. of Voc. and Tech. Ed.  
Springfield, Illinois 62706
- BP-85 Orientation to Office Co-op  
DIVISION OF BUSINESS AND  
BUSINESS ED.  
Kansas State Teacher's College  
Emporia, Kansas 66801
- BP-86 Personal Finance  
Phillips and Lane (co-authors)  
PRENTICE-HALL  
Englewood Cliffs, N.J. 07632
- BP-87 Personal Finance  
Unger and Wolf (co-authors)  
Allyn and Bacon Co.  
Boston, Mass. 02210
- BP-88 "Personal Money Management"  
SAVINGS DIVISION  
The American Banking Assoc.  
New York, N.Y. 10019
- BP-89 "Personality"  
Occupational Work Experience  
Trade and Industrial Education  
Service  
Division of Voc. Ed.  
State Dept. of Ed.  
Columbus, Ohio 43210
- BP-90 "Personal Qualities"  
Occupational Work Experience  
Trade and Industrial Education  
Service  
Division of Voc. Ed.  
State Dept. of Ed.  
Columbus, Ohio 43210
- BP-91 Personality Development for  
Business  
Allien Russon (author)  
South Western Publishing Co.  
5101 Madison Rd.  
Cincinnati, Ohio 45227
- BP-92 "Preparing for Work"  
AUDIO-VISUAL EXT. SERVICE  
University of Minnesota  
2037 University Ave., S.E.  
Minneapolis, Minn 55455
- BP-93 Private Investment and  
Economic Growth  
American Petroleum Institute  
Washington, D. C. 20006
- BP-94 The Profit Motive  
E.I. DuPont De Nemours & Co.  
Wilmington, Del. 19898
- BP-95 Questions and Answers or  
Social Security  
Federal Security Agency  
Washington, D.C. 20402
- BP-96 "Recreation in the Age of  
Automation"  
Douglas Hutchinson, and  
Sutherland (co-authors)  
The American Academy of  
Political and Social Sciences  
The Annals. Vol. 313 Sept. 1957
- BP-97 "Resource Kit for Teaching  
Consumer Education"  
Changing Times Education Service  
1729 N. Street, N.W.  
Washington, D. C. 20006
- BP-98 Safety Recommendations and  
VOSHA Standards, 1974  
Utah State Board for Voc. Educ.  
136 East South Temple  
Salt Lake City, Utah 84111
- BP-99 Sears Catalog  
(Available through local Sears  
and Roebuck Chain)

- BP-100 Self-Development  
Blankenship and Mickle (co-author)  
Mrs. Martha Keeton, Materials  
Specialist  
Curriculum Development Center of Ky.  
152 Taylor Education Bldg.  
University of Kentucky  
Lexington, Kentucky 40506
- BP-101 Small Business Management  
Harles and Hubbard, Vol.I,II  
Albany,N.Y.
- BP-102 Social Security Teaching Aids  
(District Social Security Office)
- BP-103 Social Security-Occupational  
Work Experience  
Trade and Industrial Ed. Service  
Dept. of Voc. Ed.  
State Dept. of Ed.  
Columbus, Ohio 43210
- BP-104 Some Facts for Young Workers  
and Labor Laws  
Bulletin #208  
Bureau of Labor Standards  
U.S. Dept. of Labor  
Washington, D. C. 20402
- BP-105 "Source Book of Health  
Insurance Data"  
HEALTH INSURANCE INSTITUTE  
227 Park Avenue  
New York, N.Y. 10017
- BP-105a Speech Improvement: A Practical  
Program  
Wadsworth Publishing Co., Inc.  
Belmont, California 94002
- BP-106 "Steps to Finding a Job"  
Mercer County, AVTS  
Mercer, Pa 16137
- BP-107 "The Story of American Banking"  
THE AMERICAN BANKERS ASSN.  
Banking Education Committee  
New York, N.Y. 10019
- BP-108 Occupational Relations (student  
College of Education manual)  
Univ. of Minnesota  
Minneapolis, Minnesota 55455
- BP-109 Student's Personal Adjustment  
to Work  
Grimes (author)  
The Univ. of Texas of Austin  
Instructional Materials Lab  
Division of Extension  
Austin, Texas 78712
- BP-110 Succeeding in the World of Work  
Kimbrell and Vineyard (co-authors)  
McKnight Publishing Co.  
Bloomington, Ill. 61701
- BP-111 Sylvia Porter's Income Tax Guide  
(Annual)
- BP-112 Taking Stock  
Follett Publishing Company  
1018 W. Washington Blvd.  
Chicago, Ill. 60607
- BP-113 Today's Isms: Communism,  
Fascism, Capitalism,  
Socialism  
William Ebenstein (author)  
Random House  
New York, New York 10022
- BP-114 "Using Bank Services"  
THE AMERICAN BANKERS ASSN.  
Banking Education Committee  
New York, N.Y. 10019
- BP-115 Using Our Credit Intelligently  
National Foundation for Consumer  
Credit  
Washington 6, D. C.
- BP-116 Understanding Taxes  
(Publication 21)  
Dept. of the Treasury  
Internal Revenue Service  
Washington, D. C. 20224
- BP-117 Understanding Taxes  
(Teacher's Guide)  
Dept. of the Treasury  
Internal Revenue Service  
Washington, D. C. 20224
- BP-118 Unions and Union Leadership:  
Their Human Meaning  
Jack Barbash (author)  
Harper and Row  
New York, New York 10022

- BP-119 "Value Clarification"  
Simon, Howe, and Kirschenbaum  
(co-authors)  
Hart Publishing Co. Inc.  
New York, N.Y. 10003
- BP-120 Values and Teaching  
Louis Raiks (author)  
Charles E. Merrill Pub. Co.  
Columbus, Ohio 43216
- BP-121 The Web of Taxes: The Case of  
the Vanishing Dollar  
GOOD READING RACK SERVICE DIV.  
Koster-Dana Corp.  
76 Ninth Avenue  
N.Y. 11, N.Y.
- BP-122 What Employers Want  
SCIENCE RESEARCH ASSOC.  
259 E. Erie St.  
Chicago, Ill. 60601
- BP-123 Withholding Income Tax from  
Wages  
Bureau of Internal Revenue  
Washington, D. C. 20224
- BP-124 Work Experience Education  
(Handbook for California School)  
California State Dept. of Ed.  
721 Capitol Mall  
Sacramento, Calif. 95814
- BP-125 Workmans Compensation Occupational  
Work Experience  
Trade and Industrial Ed. Service  
Division of Voc. Ed.  
State Dept. of Ed.  
Columbus, Ohio 43210
- BP-126 Workmen's Compensation, A  
Guide for Employees  
Woodward (author)  
GOOD READING BOOK SERVICE  
Koster-Dana Corp.  
76 Ninth Avenue  
N.Y., N.Y.
- BP-127 Why Social Security  
U.S. Federal Security Agency  
Washington, D. C.
- BP-128 Why Unions (pamphlet)  
American Foundation of Labor  
and Congress of Industrial  
Organization  
Washington, D.C.
- BP-129 "You and the Investment World"  
New York Stock Exchange, Inc.  
New York
- BP-130 You and Your Job  
Blackledge, Blackledge and Keily  
South-Western Pub. Co.  
5101 Madison Road  
Cincinnati, Ohio 45227
- BP-131 You and Your Occupation  
Dare and Wolfe (co-authors)  
Follett Pub. Co.  
1018 W. Washington Blvd.  
Chicago, Ill. 60607
- BP-132 You, Your Job and Change  
Oxford Book Co.  
Oxford University Press  
New York, New York  
18016
- BP-133 Your Attitude is Showing  
Chapman (author)  
SCIENCE RESEARCH ASSOC. INC.  
259 E. Erie St.  
Chicago, Ill 60601
- BP-134 Your Social Security  
(FICA Pamphlet)  
U.S. Dept. of Health, Education,  
and Welfare  
Washington, D. C. 20402
- BP-135 Your Personality and Your Job  
SCIENCE RESEARCH ASSOC., INC.  
259 E. Erie Street  
Chicago, Ill. 60611

## B. Cassettes

C-1 On The Job  
Educational Resources Div.  
Educational Design, Inc.  
47 West 13th St.  
New York, N.Y. 10011

C-2 World of Work  
Educational Resource Div.  
Educational Design, Inc.  
47 West 13th St.  
New York, N.Y. 10011

## C. Films

(NOTE: The following films are available either through the Instructional Materials Service of your local Intermediate Unit or may be rented from the Audio Visual Services, 7 Willard Building, The Pennsylvania State University, University Park, PA 16802. Also, films may often be rented directly from the company listed. When ordering films, please place your order well in advance to allow for scheduling and shipping.)

F-1 "Applying for a Job"  
Carbon-Lehigh IU #21  
Lehigh Co. Community College  
Schnecksville, PA 18078

F-8 "Benefits of Looking Ahead"  
Audio-Visual Services  
7 Willard Building  
PSU  
University Park, PA 16802

F-2 "Aptitudes and Occupations"  
Coronet  
Instructional Media  
65 E. South Water Street  
Chicago, ILL. 60601

F-9 "Budgeting Your Money"  
Consumer Skills Series  
Coronet Films  
65 E. South Water St.  
Chicago, ILL 60601

F-3 "Bargaining Collectively"

F-10 "Buy for Immediate Use"  
Consumer Skills Series  
Coronet Films  
65 E. South Water St.  
Chicago, ILL 60601

F-4 "The Basic Elements of Production"  
(EBEC)

F-5 "Basic Job Skills: Handling  
Criticism"  
Coronet  
Instructional Media  
65 E. South Water Street  
Chicago, ILL 60601

F-11 "Buying for Long Term Use"  
Consumer Skills Series  
Coronet Films  
65 E. South Water St.  
Chicago, ILL 60601

F-6 "Basic Job Skills: Handling  
Responsibility"  
Coronet  
Instructional Media  
65 E. South Water Street  
Chicago, ILL 60601

F-12 "Buying on Credit"  
Consumer Skills Series  
Coronet Films  
65 E. South Water St.  
Chicago, ILL 60601

F-7 "Beginning and Growth of  
Industrial America"  
Coronet Films  
65 E. South Water St.  
Chicago, ILL 60601

F-13 "Buying Services"  
Consumer Skills Series  
Coronet Films  
65 E. South Water St.  
Chicago, ILL 60601

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|------|--|------|--|
| F-14 | "Check Collection Process"   | F-24 | "Dealing with Problem People:<br>The Scoffer"<br>Audio-Visual Services<br>7 Willard Building<br>PSU<br>University Park, PA 16802 |
| F-15 | "Competition in Business"<br>Coronet Films<br>65 E. South Water St.<br>Chicago, ILL 60601  | F-25 | Developing Responsibility<br>Coronet<br>Instructional Media<br>65 E. South Water St.<br>Chicago, ILL 60601                       |
| F-16 | "Consumer Education: In-<br>stallment Buying"<br>(BFA)   | F-26 | "Developing Self-Reliance"   |
| F-17 | "Consumer's Protection"<br>Coronet Films<br>65 E. South Water St.<br>Chicago, ILL 60601  | F-27 | "The Devil to Pay"<br>National Assoc. of Wholesalers   |
| F-18 | "Control Your Emotions"<br>Audio-Visual Services<br>7 Willard Building<br>P.S.U.<br>University Park, PA 16802                              | F-28 | "Don't Push Your Luck"<br>Audio-Visual Services<br>7 Willard Building<br>PSU<br>University Park, PA 16802                        |
| F-19 | "Cooperation, Competition, Conflict"<br>(MGHT)   | F-29 | "Dropout"<br>Bell Telephone Co.<br>195 Broadway<br>New York, NY 10007  |
| F-20 | "Credit"<br>Modern Talking Picture Service<br>1234 Spruce St.<br>Philadelphia, PA 19107  | F-30 | "Expedite - School Eye Safety"<br>Lehigh Valley Safety Council   |
| F-21 | "Dealing with Problem People:<br>The Disorderly Worker"<br>Audio Visual Services<br>7 Willard Building<br>PSU<br>University Park, PA 16802 | F-31 | "Federal Taxation"<br>Coronet Films<br>65 E. South Water St.<br>Chicago, ILL 60601   |
| F-22 | "Dealing with Problem People:<br>The Forgotten"<br>AudioVisual Services<br>7 Willard Building<br>PSU<br>University Park, PA 16802          | F-32 | "First Impressions"<br>Audio-Visual Services<br>7 Willard Building<br>PSU<br>University Park, PA 16802                           |
| F-23 | "Dealing with Problem People:<br>The Hothead"<br>Audio-Visual Services<br>7 Willard Building<br>PSU<br>University Park, PA 16802           | F-33 | "The General Foreman"<br>(MGHT)  |
|      |  | F-34 | "Getting a Job"<br>(EBEC)  |
|      |  | F-35 | "Grandpa's Inheritance"<br>U.S. Savings Bonds Division<br>U.S. Treasury Dept.<br>Washington, D.C. 20226                          |

- F-36 "Growth of Big Business in America (1865-1900)"  
Coronet Films  
65 E. South Water St.  
Chicago, ILL 60601
- F-37 "Hand That Needs You"  
Modern Talk Picture Service
- F-38 "Improve Your Personality"  
Audio-Visual Services  
7 Willard Building  
PSU  
University Park, PA 16802
- F-39 "Job Interview - Whom Would You Hire?"  
Churchill Films  
662 N. Robertson Blvd.  
Los Angeles, Calif. 90069
- F-40 "Jobs and Advancement:  
On The Move"  
McGraw-Hill Text Film Div.  
Princeton Road  
Nightstown, N.J.
- F-41 "The Law of Supply and Demand"  
Paul L. Brand and Son  
2153 K Street, N.W.  
Washington, D.C.
- F-42 "Learning to Earn"  
Dept. of Trade and Industry  
Harrisburg, PA
- F-43 "Life Insurance - What it Means"  
Institute of Life Insurance  
Modern Talking Picture Service  
921 19th St., N.W.  
Washington, D.C. 20006
- F-44 "The Littlest Giant"  
Assn. Sterling Films  
324 Delaware Avenue  
Oakmont, PA 15139
- F-45 "Making Your Own Decisions"
- F-46 "The Managenial Revolution"  
Assoc. Sterling Films
- F-47 "Market and the Individual"  
(IU)
- F-48 "Money: How Its Value Changes"  
Coronet Films  
65 E. South Water St.  
Chicago, ILL 60601
- F-49 "Money In the Bank and Out"  
Coronet Films  
65 E. South Water St.  
Chicago, ILL 60601
- F-50 "Need for Economic Education"  
(MLA)
- F-51 "Office Etiquette"  
Audio-Visual Services  
7 Willard Building  
PSU  
University Park, PA 16802
- F-52 "Partners in Progress"  
Modern Talking Pictures
- F-53 "A Penny Saved"  
Elliott Film Co.  
1114 Nicollet Ave.  
Minneapolis, Minn.
- F-54 "Personal Qualities for Job Success"  
Coronet  
65 E. South Water St.  
Chicago, ILL 60601
- F-55 "Placing the Right Man on the Job"  
(USNAC)
- F-56 "Planning for Success"  
Coronet  
65 E. South Water St.  
Chicago, ILL 60601
- F-57 "Pursuit of Happiness"  
Amalgamated Meat Cutters and Butcher  
Dept. of Educ.  
2800 N. Sheredaw Road  
Chicago, ILL 60657
- F-58 "Report to Consumer"  
Modern Talking Picture Service



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| <p>F-59 "Safety in the Shop:<br/>Basic Practices"<br/>Coronet Films<br/>65 E. South Water St.<br/>Chicago, ILL 60601</p> <p>F-60 "Safety in the Shop:<br/>Hand Tools"<br/>Coronet Films<br/>65 E. South Water St.<br/>Chicago, ILL 60601</p> <p>F-61 "Safety in the Shop"<br/>Power Tools"<br/>Coronet Films<br/>65 E. South Water St.<br/>Chicago, ILL 60601</p> <p>F-62 "Saving and Investing"<br/>Consumer Skills Series<br/>Coronet Films<br/>65 E. South Water St.<br/>Chicago, ILL 60601</p> <p>F-63 "Slips and Falls"<br/>Bell Telephone Co.<br/>(Local Office)</p> <p>F-64 "Social Security Office"<br/>(Local Social Security Office)</p> <p>F-65 "So You Want to Buy A Good<br/>Used Car?"<br/>Ford Motors<br/>Film Library<br/>Dearborn, Michigan 78121</p> <p>F-66 "Understand Your Emotions"<br/>Audio-Visual Services<br/>7 Willard Building<br/>PSU<br/>University Park, PA 16802</p> | <p>F-67 "U.S. in the 20th Century<br/>(1932-1940)"<br/>Coronet Films<br/>65 E. South Water St.<br/>Chicago, ILL 60601</p> <p>F-68 "Wise-Buying"<br/>Coronet Films<br/>65 E. South Water St.<br/>Chicago, ILL 60601</p> <p>F-69 "Your Job: Applying For It"<br/>Audio-Visual Services<br/>7 Willard Building<br/>University Park, PA 16802</p> <p>F-70 "Your Job: Finding the<br/>Right One"<br/>Audio-Visual Services<br/>7 Willard Bldg.<br/>University Park, PA</p> <p>F-71 "Your Job: Fitting In"<br/>Coronet<br/>65 E. South Water St.<br/>Chicago, ILL 60601</p> <p>F-72 "Your Job: Getting Ahead"<br/>Coronet Films<br/>65 E. South Water St.<br/>Chicago, ILL 60601</p> <p>F-73 "Your Job: Good Work Habits"<br/>Coronet Films<br/>65 E. South Water St.<br/>Chicago, ILL 60601</p> <p>F-74 "Your Job: You and Your Boss"<br/>Coronet Films<br/>65 E. South Water St.<br/>Chicago, ILL 60601</p> <p>F-75 "Your Money is What you Make It"<br/>(NAM)</p> |
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D. Film Loops

- FL-1 Safety Practices in the Shop  
(Series)  
Coronet  
Instructional Media  
65 E. South Water St.  
Chicago, ILL 60601

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### E. Filmstrips

- |      |   |       |   |
|------|---|-------|---|
| FS-1 | <u>Foundations for Occupational Planning</u> (set of 3)<br>Society for Visual Education, Inc.<br>1345 Diversey Parkway<br>Chicago, ILL 60614    | FS-10 | <u>Job Survival Skills</u><br>Sinber Education Div.<br>3750 Monroe Ave.<br>Rochester, NY 14603  |
| FS-2 | <u>Getting Ahead on Your Job</u><br>Stanley Bowmar Co.<br>622 Rodier Drive<br>Glendale, Calif. 91201  | FS-11 | <u>Knowing Yourself I</u><br>(set of 5)<br>Denoyer-Geppert Audio-Visuals<br>Times-Mirror<br>5235 Ravenswood Ave.<br>Chicago, ILL 60640      |
| FS-3 | <u>Getting Along With Others</u><br>(set of 7)<br>Denoyer-Geppert Audio-Visuals<br>Times-Mirror<br>5235 Ravenswood Avenue<br>Chicago, ILL 60640 | FS-12 | <u>Knowing Yourself II</u><br>(set of 4)<br>Denoyer-Geppert Audio-Visuals<br>Times-Mirror<br>5235 Ravenswood Ave.<br>Chicago, ILL 60640     |
| FS-4 | <u>Getting and Keeping Your First Job</u><br>Guidance Associates<br>Harcourt, Brace and World<br>Pleasantville, N.Y. 10570                      | FS-13 | <u>Learning to Communicate</u><br>(set of 4)<br>Denoyer-Geppert Audio-Visuals<br>Times-Mirror<br>5235 Ravenswood Ave.<br>Chicago, ILL 60640 |
| FS-5 | <u>Getting to Know Me</u><br>(set of 6)<br>Eye Gate House<br>146 Archer Ave.<br>Jamaica, NY 11435   | FS-14 | <u>Leisure Time: Busy or Bored?</u><br>(set of 6)<br>Eye Gate House<br>146 Archer Ave.<br>Jamaica, NY 11435                                 |
| FS-6 | <u>Guidance Series</u><br>(sets 1-6)<br>Gregg Division<br>McGraw-Hill Pub. Co.<br>1221 Ave. of the Americas<br>New York, NY 10020               | FS-15 | <u>Managing Your Money</u><br>Gregg Division<br>McGraw-Hill Pub. Co.<br>1221 Ave. of the Americas<br>New York, NY 10020                     |
| FS-7 | <u>How to Make a Career Decision</u><br>New York Times<br>Office of Educational Activities<br>Times Square                                      | FS-16 | <u>Money Management Library</u><br>Money Management Institute<br>Chicago, ILL   |
| FS-8 | <u>Job Attitude Series</u><br>Guidance Assoc.<br>Pleasantville, N.Y.  | FS-17 | <u>Moral Values</u><br>(set of 7)<br>Denoyer-Geppert Audio-Visuals<br>Times-Mirror<br>5235 Ravenswood Ave.<br>Chicago, ILL 60640            |
| FS-9 | <u>Job Hunting: Where to Begin</u><br>Guidance Assoc.<br>41 Washington Ave.<br>Pleasantville, NY 10570  |       |   |

- FS-18 Personality Development I  
(set of 4)  
Denoyer-Geppert Audio-Visuals  
Times-Mirror  
5235 Ravenswood Avenue  
Chicago, ILL 60640
- FS-19 Personality Development II  
(set of 4)  
Denoyer-Geppert Audio-Visuals  
Times-Mirror  
5235 Ravenswood Avenue  
Chicago, ILL 60640
- FS-20 Personality Development III  
(set of 4)  
Denoyer-Geppert Audio-Visuals  
Times-Mirror  
5235 Ravenswood Avenue  
Chicago, ILL 60640
- FS-21 Personal Problems  
(set of 5)  
Denoyer-Geppert Audio-Visuals  
Times-Mirror  
5235 Ravenswood Ave.  
Chicago, ILL 60640
- FS-22 Selecting A Vocation  
Series: Evaluating Yourself  
Evaluating Jobs  
Semi-Skilled and Skilled Occup.  
Clerical Occupations  
Service Occupations  
Sales Occupations  
Business Occupations  
Professional and Technical Occupations  
Coronet  
Instructional Media  
65 E. South Water St.  
Chicago, ILL 60601

- FS-23 The Dark Laws  
Management Institute of  
Household Finance Corp.  
Prudential Plaza  
Chicago, ILL
- FS-24 The Credit Union  
Management Institute of  
Household Finance Corp.  
Prudential Plaza  
Chicago, ILL
- FS-25 The New Employee and Fellow Workers  
Gregg Division  
McGraw-Hill Pub. Co.  
1221 Ave. of the Americas  
New York, NY 10020
- FS-26 Vocational Decisions  
Special Education Resource Center  
Cathedral Films
- FS-27 Your Boss is Proud of You  
Gregg Division  
McGraw-Hill Pub. Co.  
1221 Ave. of the Americas  
New York, NY 10020
- FS-28 Your Person and Personality  
Universal Education and  
Visual Arts  
221 Park Avenue South  
New York, NY 10003

#### F. Slides

- S-1 Successful Cooperative Ed.  
1560 Vista Drive  
Harrisburg, PA 17112

### G. Transparencies

T-1 Agricultural Shop Safety  
Voc. Educ. Media Center  
Clemson University  
Clemson, S.C.

T-2 Job Orientation  
(Teachers Manual with  
Transparencies)  
Milady Pub. Co.  
3839 White Plains Road  
Bronx, NY 10467

T-3 Personal Development  
Transparency Series  
Hanson and Parker  
(co-authors)  
South-Western Pub. Co.  
5101 Madison Road  
Cincinnati, Ohio 45227

### H. Video Tapes

VT-1 "An Introduction to You"  
15 min. sr.  
Educational Tape Library  
Bureau of Instructional  
Media Services  
PA Dept. of Ed.  
Harrisburg, PA 17126

VT-2 "Are You Listening?"

VT-3 "Be Yourself"  
15 min. jr.-sr.  
Educational Tape Library  
Bureau of Instructional  
Media Services  
PA Dept. of Ed.  
Harrisburg, PA 17126

VT-4 "Effective Communication"  
Mafex Assoc., Inc.  
111 Barron Ave.  
Johnstown, PA 15906

VT-5 "Getting Along with Others"  
15 min. sr.  
Educational Tape Library  
Bureau of Instructional  
Media Services  
PA Dept. of Ed.  
Harrisburg, PA 17126

VT-6 "Interpersonal Communication"  
Mafex Assoc., Inc.  
111 Barron Ave.  
Johnstown, PA 15906

VT-7 "Speech-Appearence Record"  
(cassettes & Evaluation sheets)  
The Psychological Corporation  
304 E. 4th St.  
New York, NY 10017

VT-8 "What Do You Know?"  
(using abilities)  
15 min. sr.  
Educational Tape Library  
Bureau of Instructional  
Media Services  
PA Dept. of Ed.  
Harrisburg, PA 17126

### I. Other Resources

- |      |   |       |  |
|------|---|-------|--|
| OR-1 | County Government<br>(Contact the various agencies<br>at the local county courthouse)   | OR-7  | U.S. Dept. of Commerce<br>14th Street<br>Washington, D.C. 20230  |
| OR-2 | General Aptitude Test Battery<br>(Check with the local State Em-<br>ployment Service Office for<br>administration of this test)   | OR-7  | U.S. Dept. of Interior<br>C - Street<br>Washington, D.C. 20240   |
| OR-3 | Human Relations Kit<br>Thiohol Chemical Company<br>McGraw-Hill Book Co.<br>1221 Ave. of the Americas<br>New York, NY 10020<br>(A simulated activity)  | OR-8  | U.S. Government Printing Office<br>North Capitol and H Sts., N.W.<br>Washington, D.C. 20401  |
| OR-4 | Intermediate Unit<br>Instructional Materials Service<br>(Contact the local IU that<br>services your area)   | OR-9  | Vocational Education Information<br>Network (VEIN)<br>Stayer Research & Learning Center<br>Millersville, PA 17551<br>(See page A-19 in Appendix) |
| OR-5 | Kuder Preference Inventory<br>(Check with the local school<br>counselor for administration<br>of this test)   | OR-10 | Work Values Inventory<br>Houghton Mifflin Co.<br>Boston, Mass.<br>(Check with your school counselor<br>for test administration)                  |
| OR-6 | State Government<br>(For materials on travel and<br>leisure-time activities contact:<br>Bureau of Travel Development<br>Department of Commerce<br>431 South Office Building<br>Harrisburg, PA 17120 | OR-11 | Pennscript<br>5301 Jonestown Road<br>Harrisburg, PA 17112<br>(See page A-18 in Appendix)   |

### J. Human Resources

- |      |   |       |  |
|------|---|-------|--|
| HR-1 | American Automobile Association                 | HR-7  | Company Manager (Large Business)                           |
| HR-2 | Banker  | HR-8  | County Agent (Agriculture)                                 |
| HR-3 | Better Business Bureau (Local)                  | HR-9  | County Home Demonstration Agent<br>(Contact County Office) |
| HR-4 | Building Code Inspector                         | HR-10 | Credit Agency Representative                               |
| HR-5 | Certified Public Accountant                     | HR-11 | Dentist  |
| HR-6 | Chamber of Commerce Repre-<br>sentative (Local) | HR-12 | District Attorney's Office                                 |

HR-13	Doctor (MD)	HR-28	Retail Food Representative
HR-14	Public Employment Agency Representative	HR-29	School Business Manager
HR-15	Employment Agency - Private	HR-30	School Club Speakers
HR-16	Ethnic Group Representative	HR-31	High School Graduate Guest Speaker
HR-17	Family	HR-32	School Principal
HR-18	Farmer	HR-33	School Psychologist
HR-19	Hospital Administrator	HR-34	Small Business
HR-20	Industrial Personnel Management	HR-35	Social Security Representative
HR-21	Industry Safety Director	HR-36	State Representative (Assembly-Senate)
HR-22	Insurance Agent	HR-37	Tax Collector (Local Representative)
HR-23	Internal Revenue Service Representative	HR-38	Tourist and Convention Bureau
HR-24	Investment/Real Estate	HR-39	Union Business Agent
HR-25	Lawyer	HR-40	Union Representative
HR-26	Lending Institution Representative	HR-41	Travel Agent
HR-27	Occupational Safety and Health Act Agent		

## K. PENNSCRIPT

Pennscript is a career information system designed to collect, organize and synthesize career information and to package the data in a modern, microfilmed format placed in a window or aperture of a regular size data processing card. Students can use a reader to scan the information and, when a permanent copy of a particular job description is wanted, a "reader-printer" will make an immediate "print-out" for future reference.

Data are collected from several public agencies and many other private resources, then synthesized and localized into a four-page format to give the WHO, WHAT, WHERE, WHY and HOW about jobs found in the Pennsylvania Labor Markets. Local and national data are also included concerning preparation and training employment opportunities, earnings and sources from which the student can secure additional information.

Check with the guidance office or career resource center of your school for further information or contact:

Mr. James McNamara  
PENNSCRIPT  
5301 Jonestown Road  
Harrisburg, PA 17112  
(717) 652-4981

## PENNSYLVANIA GUIDANCE SERVICE CENTER

Formerly a service of PENNSCRIPT, the Pennsylvania Guidance Service Center has been expanded by the Pennsylvania State Department of Education to broaden its efforts in the field of career education by establishing a Model Career Resource Center. It contains a large selection of career information materials ranging from audiovisuals to simulation games, for kindergarten through high school students. Teachers of Cooperative Diversified Occupations have the opportunity to review and evaluate materials that may be useful in their programs. Bibliographies, with estimated costs and vendors, are available also.

The center is open for perusal and demonstrations from 8:30 a.m. to 4:00 p.m., Monday through Friday. The location is the same address as PENNSCRIPT. Contact Mr. Elmer Hensler or Mrs. Ruth Ann Brandt at (717) 652-8200.

L. VEIN

The need for easy access to accurate information about programs and materials is a common concern of educators. The trend in recent years for increased personnel specialization in education has made it difficult to rely completely on familiar sources to satisfy information needs.

Since 1970, VEIN - the Vocational Education Information Network for Pennsylvania - has been working with vocational educators in finding answers to questions about instructional strategies, program development and curriculum activities. A variety of resources have been identified, collected and stored for rapid retrieval in a single location. At VEIN, specialists in information activities work with individuals to determine specific needs, review and select appropriate materials, and effect prompt delivery of reports, findings, courses of study, guidelines, analyses, studies - in the production or otherwise useful format.

A basic resource at VEIN is the complete ERIC collection of more than 100,000 educational documents. These documents are related to all phases and fields of education. A special segment of the ERIC collection is the series of AIM/ARM documents. They deal with Instructional Materials and Research Reports in Vocational Education. Particularly relevant to Cooperative Educators are the published and unpublished materials on various aspects of their work which has been collected and stored in the VEIN curriculum center.

The documents in ERIC, AIM/ARM and the curriculum collections are available on request to Pennsylvania educators from VEIN. Although microfiche copy is the easiest and fastest means of document transmittal, some materials are best utilized as printed copy which may be requested. Materials not in the VEIN collection can be identified and referrals to other sources will be made.

Assistance in locating materials is easily obtained. You need only call or write to VEIN. Identify yourself as a vocational educator or an educator with a vocational education problem, state your problem or document need, and an information worker will initiate the process to provide you with appropriate materials.

Written requests should be sent to:

VEIN  
Stayer Research and Learning Center  
Millersville State College  
Millersville, PA 17551

or call: (717) 872-5411 Ext. 542 or 552.